DOCUMENT RESUME

ED 245 823 PS 014 407

TITLE Illinois Conference on Children's Priorities for the '80's: Working Documents.
INSTITUTION Illinois Commission on Children, Springfield.
PUB DATE [80]
NOTE 69p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adolescents; *Agency Role; *Childhood Needs; Children; Coordination; Educational Cooperation; *Educational Planning; Family Role; Government Role; *Health Needs; Health Services; Juvenile Courts; Needs Assessment; Questionnaires; *Social Planning; Social Services; State Government; *Statewide Planning
IDENTIFIERS Illinois; Illinois White House Conference on Children; Juvenile Justice

ABSTRACT

Participants in the 1981 Illinois Conference on Children's Priorities for the '80s were provided with two main working documents: (1) "Summary--Recommendations of the 1980 Illinois White House Conference on Children," and (2) "Narrative Summary of State Agency Questionnaires on Selected Recommendations from the Report of the 1980 Illinois White House Conference on Children." The present document integrates the information contained in these two summaries. In particular, the first paper consolidated the 426 recommendations of the report of the 1980 Illinois White House Conference on Children into 54 issue areas with approximately 250 recommendations. The second paper resulted from an effort to determine existing responsibility for the recommendations within state government; a questionnaire was designed to determine what statutory responsibility, plans, and programs a given state agency, board, or commission might have with respect to a particular recommendation. In this synthesis, the 54 issue areas are organized under five general categories: adolescence and juvenile justice, the role of families in nurturing children, educational services, health, and the continuum of services. Recommendations for each issue are followed by a report of state agencies' responses. Appended are the state agency questionnaire and a chart indicating state agency responsibility for 1980 White House Conference issues. (RH)

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WORKING DOCUMENTS

ILLINOIS CONFERENCE ON CHILDREN'S PRIORITIES FOR THE '80'S

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WORKING DOCUMENTS

ILLINOIS CONFERENCE ON CHILDREN'S PRIORITIES FOR THE '80'S

INCLUDING THE "SUMMARY OF RECOMMENDATIONS
OF THE 1980 REPORT OF THE ILLINOIS
WHITE HOUSE CONFERENCE ON CHILDREN"
AND THE "NARRATIVE SUMMARY OF STATE AGENCY
QUESTIONNAIRES ON SELECTED RECOMMENDATIONS
FROM THE REPORT OF THE 1980 ILLINOIS WHITE HOUSE
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TABLE OF CONTENTS

Introduction - iii

ADOLESCENCE AND JUVENILE JUSTICE

1. Youth Development- - - - - - - - - - - - - - - - - - - 1
2. Prevention & Support Services- - - - - - - - - - - - - 2
3. Substance Abuse- 4
4. Minors in Need of Supervision- - - - - - - - - - - - - 6
5. Diversion- 8
6. Detention- 9
7. Court Procedures - - - - - - - - - - - - - - - - - - - 11
8. Probation Services - - - - - - - - - - - - - - - - - - 12
9. Corrections & Chronic Offenders- - - - - - - - - - - - 14
10. Youth Employment - - - - - - - - - - - - - - - - - - - 15

THE ROLE OF FAMILIES IN NURTURING CHILDREN

11. Family Impact- 16
12. Communication- 16
13. Public Policy--Tax Benefits- - - - - - - - - - - - - - 16
14. The Workplace & Inflation- - - - - - - - - - - - - - - 16
15. Media- 17
16. Housing- 18
17. The Need for Family Supportive Services- - - - - - - - 19
18. Supplemental Child Care (Day Care) - - - - - - - - - - 21
19. Children in Need of Protection - - - - - - - - - - - - 23
20. Permanency Planning- - - - - - - - - - - - - - - - - - 24
21. Adolescent Sexuality & Teen Parenting- - - - - - - - - 26

EDUCATIONAL SERVICES

22. Provide Students with the Educational Skills Necessary to Function in Society - - - - - - - - - - 28
23. Satisfying Human Relationships, Single Living Courses & the Need to Cope with Change - - - - - - 30
24. Parenting & Enriched Family Relationships- - - - - - 31
25. Children & the Arts- - - - - - - - - - - - - - - - - - 32
26. Education & the Preservation of a Democratic Society- 32
27. Absenteeism & Dropouts - - - - - - - - - - - - - - - - 32
28. Personnel Issues - - - - - - - - - - - - - - - - - - - 33
29. Violence & Vandalism - - - - - - - - - - - - - - - - - 34
30. Discipline Procedures- - - - - - - - - - - - - - - - - 35
31. Student Safety in Athletics & Transportation to Athletic Events - - - - - - - - - - - - - - - - - - 36
32. Special Education- - - - - - - - - - - - - - - - - - - 37
33. Gifted Education - - - - - - - - - - - - - - - - - - - 38
34. Career & Vocational Education- - - - - - - - - - - - - 38
35. Bilingual Education- - - - - - - - - - - - - - - - - - 40
36. School Financing - - - - - - - - - - - - - - - - - - - 41
37. Home, School & Community Relations - - - - - - - - - - 42
38. Academic Freedom - - - - - - - - - - - - - - - - - - - 43

TABLE OF CONTENTS (Continued)

HEALTH
39. Health Education - 43
40. Nutrition- 44
41. Immunizations- 45
42. Accident Prevention- 46
43. Environmental Health Services- - - - - - - - - - - - - - - 47
44. Prenatal Care- 47
45. Access to Health Services- - - - - - - - - - - - - - - - - 48
46. Mental Health- 49
47. Dental Health- 52
CONTINUUM OF SERVICES
48. Societal Attitudes - 53
49. Planning - 53
50. Coordination & Cooperation - - - - - - - - - - - - - - - - 54
51. Accountability - 54
52. Accessibility- 55
53. Manpower - 55
54. Funding- 56
APPENDIX
Narrative Summary Questionnaire - - - - - - - - - - - - - - - 57
Narrative Summary Chart - - - - - - - - - - - - - - - - - - - 58

INTRODUCTION

The Commission on Children coordinated Illinois' activities with respect to the 1960 and 1970 White House Conferences on Children. Given the positive outgrowths of past White House Conference recommendations, the Commission decided that it was important to maintain a tradition of accounting for and assessing children's needs and reassessing priorities every ten years. Thus, the Commission approached Governor Thompson with the prospect of having an Illinois White House Conference on Children regardless of whether a Conference was held nationally. The Governor agreed and designated the Commission on Children as the planning agency for Illinois White House Conference on Children efforts.

The Commission on Children received input on issues for consideration for the 1980 Illinois White House Conference on Children through hearings, questionnaires and meetings with public and private organizations concerned about children's needs and services. After reviewing input from these sources, the Commission identified four issue areas for further consideration:

1. Adolescence and juvenile justice focusing on supporting children during the period of adolescence including the improvement of the juvenile justice system;
2. Supporting the family in nurturing children and youth in a changing society;
3. Providing educational services for children, youth and their families including alternatives to traditional schooling.
4. Providing a continuum of human services for children and their families with special emphasis on strengthening the role of the local community, including the following:
   a. prevention, treatment and follow-up
   b. setting priorities and funding them adequately
   c. improving the cooperation of federal, state and local agencies in serving children and their families.

A statewide committee consisting of approximately 100 individuals was appointed to study needs and develop recommendations on behalf of children throughout the state. Eight regional committees were also appointed to focus primarily on issues that might be unique to their respective areas of the state. Each regional committee published an independent report of its findings and recommendations.

Delegates to the November 13 and 14, 1980 Illinois White House Conference on Children were made up of the members of the eight regional committees, the statewide committee, the Commission on Children, the Illinois Council of Youth and resource persons selected for their contributions during the course of the committees' work. The purpose of the two day conference was to finalize the draft report prepared by the statewide committee. The resulting Report of the 1980 Illinois White House Conference on Children included 426 individual recommendations on a broad range of issues affecting the lives of Illinois' children.

Some themes appeared consistently throughout the Report of the 1980 Illinois White House Conference on Children. The report stressed the need for a preventive approach to children's needs via such mechanisms as early training in life skills and parenting. It stressed the importance of the family and the fact that our services to children should attempt to nurture and support the family. In order to grow and become productive members of our society, youth should be given the opportunity to be involved in policy decisions and services that affect them. Programs staffed by competently trained and qualified personnel need to be available to provide services that prevent family breakdown and support children's unique educational or service needs in a coordinated and comprehensive manner. Such services should be community based and directed, grouped where feasible and appropriate for ease of access. A greater commitment of public and private resources to the support of existing services and toward exploration of innovative approaches to services was seen as essential. To those ends, the need for developing public awareness of and sensitivity to specific problems as well as the broad needs of children was seen as essential to gather the support and strength needed to meet our children's needs in the 1980's.

A follow-up Conference was recommended at the November, 1980 Illinois White House Conference on Children. The second conference, the Illinois Conference on Children's Priorities for the '80's, came as a result of that recommendation and the decision by the Reagan administration to provide funds to each state to host a statewide conference in lieu of a national conference on children. In light of that opportunity, the 1981 Conference built on the work of the 1980 Conference by using the recommendations in the Report of the 1980 Illinois White House Conference on Children as the basis for its work. The purpose of the 1981 Conference was to set children's priorities for the 1980's.

The "Summary--Recommendations of the 1980 Illinois White House Conference on Children" was a working document designed to facilitate the prioritization process. While the Summary generally followed the overall format of the Report of the 1980 Illinois White House Conference on Children, it consolidated the 426 recommendations of the Report into 54 issue areas with approximately 250 recommendations. The summarization combined recommendations that were repeated in slightly different forms throughout the Report and grouped recommendations under the issue area where they were addressed most comprehensively. The Summary was the primary working document of the Illinois Conference on Children's Priorities for the '80's. From the 54 issue areas delegates were to choose their top 16 priorities.

The other working document for the conferences was the "Narrative Summary of State Agency Questionnaires on Selected Recommendations from the Report of the 1980 Illinois White House Conference on Children". In an effort to determine existing responsibility within state government for the recommendations, a questionnaire was developed (see page 57) to determine what statutory responsibility, plans, programs, etc. a given state agency, board or commission might have with respect to a particular

recommendation. Each recommendation in the Summary was reviewed and a determination made as to which state agency, board or commission might have statutory or programmatic responsibility for its implementation. Some agencies were asked to respond to a number of recommendations, while others were asked to respond to one or two. Not all of the issue areas were addressed. Some of the issue areas covered in the Summary did not seem to imply any specific responsibility which could be addressed to state government.

The responses received from the agencies, boards or commissions were compiled according to the issue area addressed and provided to the delegates along with the Summary in an effort to assist delegates in determining how to prioritize issues for the Illinois Conferences on Children's Priorities for the '80's . It should be noted that the discussion following each issue area on state agency responsibility reflects an agency's positive response; if the agency indicated that it had no responsibility in the issue area, it was not included in the discussion. Responses were received from all agencies contacted; however, not all individual questionnaires were returned. A chart located on pages 58-59 gives a graphic display of the various responsibilities.

The two working documents for the conference were printed separately for the delegates; in this document, the information from the two summaries are integrated for ease and clarity. Therefore, the recommendations listed under each of the 54 issue areas are followed by the information summarized from the state agencies' responses to the questionnaires pertaining to recommendations under the issue area.

SUMMARY OF RECOMMENDATIONS

ADOLESCENCE AND JUVENILE JUSTICE

1. Youth Development

A. Youth, their parents and those adults who work with them should be apprised of their rights and responsibilities through such mechanisms as innovative school curricula, Bar Association programs and special youth-oriented publications.

B. Youth should be given an opportunity to share their opinions with (and express their unmet needs to) various volunteer organizations and governing bodies e.g school boards, curriculum committees and local and state governing bodies through such mechanisms as youth representation or youth advisory groups.

C. Youth oriented and controlled publications should be encouraged. The State Board of Education should be charged with promulgating rules and regulations governing student publications and issuing a handbook which would describe the legal parameters and court decisions governing student publications, a discussion of First Amendment rights and the encouragement of youth views. The handbook should be developed with input from the Student Advisory Council to the Illinois State Board of Education and should include resources available to student publications.

D. Money should be made available within all communities for the establishment, evaluation and continuation of teen "drop-in" centers, youth commissions, youth programming by park districts, youth jobs programs etc. The primary responsibility for planning and funding such programs should lie within the local community with input from teens, private citizens and public officials. More leadership, paid and voluntary, must be available for youth groups.

State Agencies' Responses

The Department of Corrections operates under Chapter 38 of the IL Revised Statutes which provides in sub-paragraphs 1003-10-3 (2), 10-5 and 3-4 for some type of youth involvement. Each institution has developed local procedures to foster youth's expression of opinions regarding their program needs, mental health and parole planning. The University of Illinois Cooperative Extension Service is mandated by federal legislation, the Smith-Lever Act, and the Food and Agriculture Act of 1977 and state legislation, the County Cooperative Extension Law as amended in 1972, to provide for youth involvement. The 4-H program of the Cooperative Extension Services is directed toward youth development. Illinois Revised Statutes, Chapter 144, paragraph 1002 requires student representation on the Board of Governors of State Colleges. In addition, the Executive Director of the Board meets periodically with the student board members and officers of student government associations from the five campuses. The Department of Public Health, operating in its capacity as the Statewide Health Planning Development Authority is authorized under the Comprehensive Health Planning Act to

establish the Statewide Health Coordinating Council. The membership on the Council does not exclude youth, although there are none currently on the Council. Youth membership would have to emanate from the Governor's Office as the Governor appoints the Council members. Several state agencies do involve youth although they are not mandated to do so. The State Board of Education does have a Student Advisory Council which provides advice to the State Board of Education. The Illinois Law Enforcement Commission does have youth membership on the Juvenile Justice Advisory Board and the Federal Juvenile Justice and Delinquency Prevention Act does require that some of the membership of the Advisory Council be under 25 years of age. The Department of Public Health's Statewide Task Force on Adolescent Parent Support Services does include an adolescent member. The Department of Public Health does encourage its grantees providing direct services to develop youth advisory groups where it is appropriate.

Several other state agencies, while they do not provide currently for youth input, did mention their intention to pursue youth involvement in the future. The Dangerous Drugs Commission saw youth involvement as an area of interest and does provide training to communities and agencies in effectively utilizing youth volunteers and advisors. The Department of Children and Family Services felt youth representation on statewide and regional advisory committees might be an area for future development. The Director and State Advisory Council indicated that they would give consideration to youth appointments to such committees. Several other agencies indicated that either legislation, promulgation of rules and regulations or federal, state and local coordination would be required to bring about such youth input.

2. Prevention and Support Services

   A. Research is needed in a variety of areas that impact on adolescents and their families: nutrition, parenting skills, consumer management, economics, values clarification, interpersonal relationships and legislation.

   B. Counseling, recreation, mental health (outpatient as well as residential) and health services should be developed that are tailored to the needs of adolescents. Such services should be assured through provision of confidential treatment except in life-threatening circumstances.

   C. Specialized training should be developed for all professionals working with adolescents.

   D. Statewide expansion of projects such as the Governor's Youth Service Initiative for hard to place children, including those with serious emotional problems, should be developed.

   E. All schools should have social workers who should be designated to work with other community services to deal with adolescents with early signs of behavioral, mental health, substance abuse or disabilities problems.

F. The juvenile court should be given increased authority to order youth service agencies to provide those services that they are required by law or by contract to provide. Juvenile courts should actively monitor with necessary staff and funding, the cases of youth under their jurisdiction. Court service units and other social agencies responsible for youth should prepare and periodically revise individualized plans for the youth.

State Agencies' Responses

Recommendation C spoke to the need for developing services tailored to the needs of adolescents. At this point, no state agency provides direct service to adolescents although the Department of Children and Family Services, the Department of Mental Health and Developmental Disabilities and the Department of Public Health all purchase service which is geared toward adolescent service. The Department of Children and Family Services noted in their response that this issue "was considered by the General Assembly in discussion surrounding Executive Order #1 (1981). The clear rejection of a DCFS lead role in this area leads the Department to doubt that consolidation of mental health with youth services will develop without the lead being taken by legislative commissions or mental health community leadership."

Another issue under prevention and support services dealt with specialized training for professionals working with adolescents. The Department of Corrections is mandated in Chapter 38, paragraph 1003-2-7 of the IL Revised Statutes to provide such training. The Corrections Department has established a Corrections Training Academy to train staff. The Department of Children and Family Services has proposed in planning documents that specialized adolescent workers be identified in each field office to work with state wards who are adolescents. Such efforts would require additional funding and state agency coordination. The Department of Mental Health and Developmental Disabilities approaches this issue by endeavoring to recruit qualified personnel. In addition, agencies from which the Department purchases care and potential providers must employ and maintain qualified personnel.

Statewide expansion of projects such as the Governor's Youth Service Initiative was another recommendation. While no agencies have statutory responsibility for such projects, the Department of Children and Family Services does have responsibility for funding the Governor's Youth Service Initiative. Within available resources the coordinator of that project has developed new service areas. The Unified Delinquency Intervention Service of the Department of Corrections works in cooperation with the Youth Service Initiative; the Department of Corrections indicated that "We are continuing to look at expansion of youth services." Additional funding and state agency coordination would be necessary for such expansion.

The State Board of Education indicated that it did have statutory responsibility for recommendation E which states that "All schools should have social workers who should be designated to work with other community services to deal with adolescents with early signs

of behavioral, mental health, substance abuse or disabilities problems." All schools must provide social work services for the handicapped pursuant to Chapter 22, Article 14 of the Illinois Revised Statutes and State Board regulations. In addition, State Board Document 1 requires that school districts assess their needs in the area of pupil services and develop services accordingly. There is no specific requirement for the job description outlines in the recommendation and in fact, "many social workers in the schools are so preoccupied with required attendance at staffings and doing evaluations that they have little time available for work with the community and/or direct assistance to students." What is accomplished is funded through state and federal special education funds. Technical assistance to communities is very limited; however, there is a publication entitled, "School Social Work in Illinois" and a best practice manual should be available soon which will provide guidelines. Public support, funding and state and local coordination would be required for further activity in this area and in fact, as school districts face financial problems this is an area which might be cut back.

Recommendation F under this issue dealt with increasing the juvenile court's authority to order youth services and the court's responsibility for monitoring cases under its jurisdiction. The Administrative Office of the Courts indicated that the recommendation was being implemented and cited IL Revised Statutes, Chapter 37, paragraph 705-3 and 705-8. The Probation Division of the Administrative Office of the IL Courts makes recommendations to local circuit courts to improve probation services and management. Further expansion of the concept in this recommendation would require legislation, funding, promulgation of rules and regulations, manpower and training, public support, research and coordination at all levels.

3. Substance Abuse

A. Prevention programs should be developed in the area of substance abuse utilizing strategies directed toward a wide range of individuals including non-users, experimental users and episodic abusers in community based and school based cross age settings. Youth can be highly effective in such preventive efforts and peer projects should be a part of such an effort.

B. Appropriate educational (including special education) services and other related services such as counseling, recreation and vocational training should be available to all children whose substance use and inappropriate behavior indicate they are at high risk of becoming dysfunctional.

C. Discipline involving drug and alcohol related incidents should be carried out in the least punitive setting, e.g. in-school as opposed to out-of-school suspension. Expulsion should be used only for more serious criminal activities such as sale of controlled substances and other offenses as defined under Illinois law.

D. Family treatment should be an integral part of substance abuse treatment. Substance abuse treatment should include a range of treatment modalities e.g. intensive residential treatment and halfway houses at the local level. A statewide interagency task group should be established to monitor the scope and quality of family services presently available to substance abusing youth, and to recommend policy and procedures necessary to insure adequate service delivery.

E. Statewide standards should be developed for implementation of compulsory substance abuse education which would be made up of age appropriate and current curriculum and be incorporated as a part of a school based prevention program from grades K through 12.

F. Present policies and procedures of all federally-funded vocational services should be examined to insure against discriminatory practices against substance abusers in admission criteria, intake procedures and programs. Specialized programs which include a sufficient number of training slots, preferentia recruitment, and specially assigned counselors should be designed and implemented.

State Agencies' Responses

Several state agencies have statutory responsibility for development of prevention programs. The Dangerous Drugs Commission is authorized in the Illinois Revised Statutes, Chapter 91½ to provide funding for prevention services; the Commission currently provides funding to 25 agencies engaged in the provision of prevention/early intervention services. Responsibility for this program is held by the State Prevention Coordinator who is also responsible for providing technical assistance in the areas of training, program development and evaluation to schools, youth-serving agencies and other organizations concerned with the welfare of children and adolescents.

Expansion of such programs would require funding, manpower and training, public support and state and local agency coordination. When speculating about the impact of block-grant proposals, the Commission indicated that with 20% of the alcohol, drug abuse and mental health block grant allocated for prevention, it was hoped that services could be increased in the area. The other agency with statutory responsibility for prevention of substance abuse is the Department of Mental Health and Developmental Disabilities under their Division of Alcoholism. Their authorization comes from Public Act 78-1270 as amended. A major prevention initiative of the Division was funded in 1979. Two statewide prevention resource centers are now in operation. A total of 31 projects were funded during 1980 and 1981 as prevention demonstrations, many of these focused on youth and several were located in schools. The two prevention resource centers provide technical assistance. Plans developed for expansion of this prevention function will be dependent on the impact of block-grants, funding, public support, research and local state coordination. In the area of educational services for children involved in substance abuse, the State Board of Education operates under the Vocational Education Act--ESEA,

Title IX by providing technical assistance in community and alternative education programs. With respect to discipline involving drug and alcohol related incidents, the State Board of Education operates under IL Revised Statutes, 10-22.6 by providing consultation and seminars in policy development for schools; further development of policy with respect to disciplinary procedures would depend on State Board of Education priorities and state and local coordination.

Another issue related to substance abuse spoke to the fact that family treatment should be an integral part of substance abuse treatment and that substance abuse treatment should include a range of treatment modalities. Two agencies indicated statutory responsibility in this area. The Dangerous Drugs Commission operating under the Act cited earlier provides funding to 17 programs which offer family counseling and treatment as components of adolescent treatment services. In addition, the Commission provides assistance to local agencies in identifying sources of training and family counseling and treatment. The Department of Mental Health and Developmental Disabilities, acting under the Act cited earlier, provides youth and related family services with grant-in-aid assistance to a wide range of alcoholism services agencies. These programs fall under the responsibility of the Regional Administrators located in the seven Department of Mental Health and Developmental Disabilities' regions. The Regional Administrators provide assistance and substantial research and data information. The Division plans to expand on what is now a small beginning effort depending on the availability of public funds. While the Department of Children and Family Services has no specific statutory responsibility in this area, the Department's Social Workers provide treatment programs for abusive parents, some of whom also exhibit difficulty with substance abuse. At the State level, the Director of the Department serves on the Dangerous Drugs Advisory Council. With respect to the recommendation suggesting establishment of a compulsory substance abuse education curriculum, the State Board of Education indicated that they were required by the Critical Health Education and Comprehensive Health Education Act to function in this area. The agency conducted five seminars on the topic during March and April of 1982. Technical assistance is also provided by the Department. Additional funding, manpower and training, public support, research, coordination and program accessibility would be helpful for this particular recommendation.

4. Minors in Need of Supervision

   A. Eligibility requirements of social services and youth serving agencies should be coordinated so that no youth is denied services.

   B. A single state authority should be mandated responsibility for planning and resource development for minors in need of supervision with emphasis on the use and expansion of community resources.

C. Jurisdiction over minors in need of supervision should be maintained within the juvenile court; however, the end goal should be removal of jurisdiction over minors in need of supervision from the juvenile court. The definition of minors otherwise in need of supervision should be reviewed in order to clarify and narrow the jurisdiction over those minors in need of supervision judged to be beyond the control of their parents.

D. The Juvenile Court Act should be amended to assure that the minor is represented by an attorney in all proceedings arising from a filed MINS petition.

E. The Juvenile Court Act should be amended to provide that any person or agency requesting that the court terminate wardship should provide reasons for such termination to the court; the minor and other interested parties should be given an opportunity to controvert the evidence. The agency responsible for guardianship of a youth adjudicated a ward of the court should continue to serve such youth until age 21 unless wardship is terminated earlier by decision of the juvenile court.

F. Each juvenile court should be mandated to create a juvenile court screening committee with representation from youth serving agencies that could review potential MINS cases and make appropriate referrals for services.

G. Violation of a court order for MINS should not be grounds for incarceration.

State Agencies' Responses

The only mandated service responsibility on the part of a state agency to minors in need of supervision is provided by the Department of Children and Family Services. That service is mandated by both the Act creating the Department, Chapter 23, Paragraph 5005 and the Juvenile Court Act, Chapter 37, Paragraph 705-2 (b)(1). The Department is mandated to provide service to minors in need of supervision who violate a court order. According to the Department of Children and Family Services, "It is of highest priority to work toward a coordinated youth service system for Illinois. Executive Order #1 was issued to place responsibility with DCFS for its design and implementation." The Department staff are currently responsible to provide services to the child adjudicated MINS and placed under legal guardianship/custody of the state. Staff of the Department work with schools and other community service agencies to assure proper care and treatment. In addition, DCFS provides technical assistance through licensing and resource development units in the regional offices throughout the state. "The Department is continuing to pursue the concepts for a comprehensive youth service system to provide services to adolescents who would otherwise be labeled MINS." To do this the Department saw a necessity for legislation, funding, public support and state

and local agency coordination. Another recommendation under this issue area indicated that a single state authority should be mandated responsibility for planning and resource development for minors in need of supervision. The Department of Children and Family Services indicated that they felt "communities should not only develop new or expanded resources, but also should have lead responsibility for planning at the community level. While the State should maintain a monitoring and evaluation role, we would support the lead role for communities for local planning and responsibility for service coordination." The Governor had committed $400,000 in new General Revenue in Fiscal Year 1982 for demonstration projects to develop the youth service system; the Department of Children and Family Services plans to provide technical assistance to communities as a major responsibility of a new Division on Youth. Executive Order #1 proposed the development of such a single state authority but was defeated. The Department of Children and Family Services expects legislative action once again in late 1981 or early 1982 to consider authorizing a consolidated system. In order to bring that about, there would be need for legislation, funding, promulgation of rules and regulations, manpower and training, public support, state agency coordination and physical and program accessibility.

Another recommendation spoke to the fact that an agency responsible for guardianship of a youth should continue to serve that youth until the age of 21. The Department of Children and Family Services indicated that they did in fact have statutory authority under both the act creating their department, Chapter 23, Paragraph 5005 and the Juvenile Court Act, 37, Paragraph 705-11 (3). The Department carries guardianship for 3,000 young adults between the ages of 18 and 21. Of these, only 1,264 are receiving financial assistance. Others are in the Army, independent or reside with relatives providing full support. The Department also provides technical assistance in the form of licensing and resource development. The Department is pursuing a review of the 18 to 21 year old population and feels that "new initiatives need to evolve which will eliminate guardianship at an earlier age and emancipate as much of this population as can be, subject to individual needs and circumstances." To do this the Department feels legislation and state and local agency coordination would be necessary.

5. Diversion

   A. Criteria should be set for diversion and intake guidelines for law enforcement officers and court personnel.

   B. Positive peer projects such as Operation Snowball, and the use of youth volunteers within juvenile court systems should be encouraged.

   C. Private community agencies which provide a range of services to youth and families are preferred over service delivery systems that focus only on symptoms to be treated. Services might include walk-in counseling, alternative shelter, teen health clinics, drug emergency responses, youth employment training and legal services.

D. State and federal sources should be provided to communities to establish appropriate educational programs to those youth who are unable to develop their potential in traditional classroom settings.

E. The Illinois Juvenile Court Act should be amended to require certification and registration of "Juvenile Police Officers" as designated in Chapter 37 - Section 703-2.

State Agencies' Responses

The IL Law Enforcement Commission indicated that they did have statutory responsibility in the area. The Commission administers juvenile justice monies some of which have been used to fund intake screening successfully in the past. The Commission funds such programs on a competitive basis and does provide technical assistance and share the experiences of other programs. Expansion of this will require additional funding, promulgation of rules and regulations and public support. The Administrative Office of the Court indicated that many circuit courts do provide such a function through their probation department but felt that to a great extent such criteria was a local judgement; they indicated that their probation division would provide assistance to probation departments when requested. To establish such criteria, the Administrative Office of the Courts felt that legislation, funding, promulgation of rules and regulations, manpower and training, public support, research and state and local coordination as well as physical and program accessibility would be required. The Department of Children and Family Services had no statutory responsibility for diversionary services, the Department did see diversionary services as essential elements of a youth service system currently under discussion. Public or private community based agencies need to provide the broad range of services including primary prevention, as well as services aimed at symptoms that bring clients to the agencies. Eventually staff of a centralized Division on Youth would be responsible for providing technical assistance; however, to accomplish this, legislation, funding, promulgation of rules and regulations, manpower and training, public support, research, state and local coordination and accessibility would be required. The State Board of Education operates under Chapter 122, Article 2, Paragraph 3-41 of the School Code which deals with chronic truants and truancy prevention. That section of the law provides the State Board of Education with statutory authority to administer programs given an appropriate appropriation.

6. Detention

A. The use of municipal lockups and county jails for the temporary holding of juveniles should not be allowed. Illinois law should be amended so that the use of county jails, municipal lockups and jails for detaining children is prohibited. Further clarification of Illinois law should be made regarding the use of county jails, municipal jails and lockups for detaining juveniles as well as the meaning of detention.

B. Until such a prohibition can be realized, standards for the care of juveniles in jail should be as high as those for detention. Isolation of juveniles and solitary confinement must be prohibited. High priority must be given to training jail staff who work with juveniles.

C. Every effort should be made toward bringing Illinois detention centers into compliance with existing standards and encouragement should be given toward meeting such national standards as those promulgated by the American Correctional Association and the American Medical Association. Detention standards should be enforced.

D. There should be no mixing of adjudicated and non-adjudicated delinquents in the use of the 30 day detention disposition now available within the Juvenile Court Act (Chapter 37, Section 705-2). If detention is utilized as a disposition, the same safeguards should apply as do to a disposition to the Department of Corrections e.g. requiring that the judge cite reasons for the disposition and that a current social history be available.

E. Federal and state funding should not be available for the development of jails with youth holding facilities.

F. Juveniles charged with a felony should only be moved from a detention center to a jail following a transfer hearing for cause shown, provided there is sight and sound separation from adults at such jail.

G. Intake staff should be available on a 24 hour basis. Intake standards should be developed which would effectively screen youth before detention.

H. Options for the development of regional detention facilities should be explored as well as exploration of the use of non-secure alternatives such as specialized foster homes, "Attention" homes, etc. State funding should be on a priority basis to rehabilitation programs rather than detention.

I. Statistics regarding utilizations of county jails, municipal lockups and jails for juveniles should be gathered so that specific information can be obtained.

J. The home school has an ongoing responsibility to those children who find themselves within the juvenile justice system.

State Agencies' Responses

The first recommendation under the detention issue area deals with the use of municipal lockups and county jails for temporary holding of juveniles. The Department of Corrections does have responsibility in this area under Chapter 38, paragraph 1-3-15-2. Programs

in this area are the responsibility of the Bureau of Inspections and Audits. The Department's responsibility in this area is primarily for the promulgation of standards for municipal lockups, jails and detention facilities. Further prohibition on the use of facilities for juveniles would need to come through legislation with funding provided and some local coordination. In addition, the Department is providing consultation and is working with their own accredidation manager toward bringing Illinois into compliance with existing national standards. In the area of detention, the Illinois Law Enforcement Commission operates under its federal mandate, the Juvenile Justice and Delinquency Prevention Act, which prohibits jailing of juveniles. A significant proportion of the Commission's resources are devoted to deinstitutionalization of non-offenders and removal of delinquents from jails. To assure realization of the recommendation, the Commission cited the need for legislation, funding, congressional action, promulgation of rules and regulations, manpower and training, public support, research and federal, state and local coordination.

With respect to recommendations which spoke to the need for 24 hour intake availability, the Illinois Law Enforcement Commission indicated that some funds have been made available for juvenile intake screening units and cited the need for additional legislation, funding, congressional action, promulgation of rules and regulations, manpower and training and public support for meeting this goal. The Department of Corrections as authorized in Chapter 38, Paragraphs 1003-10-1 and 12, do offer 24 hour intake at their Juvenile Reception Centers at St. Charles and Du Page. With respect to the recommendation calling for the development of such options as regional detention facilities and non-secure alternatives to detention, the IL Law Enforcement Commission indicated that they have funded programs which are alternatives to detention.

7. Court Procedures

A. The Juvenile Court Act and the Rules of the Illinois Supreme Court should be amended to provide that judges assigned to hear juvenile matters be selected from among experienced jurists or lawyers; that they be required to take a preparatory course in juvenile matters; that in-service training be held regularly; and that the costs of such services be a part of the circuit court budget. All persons working with the court including state's attorneys, public defenders, etc., should be required to engage in a mandatory continuing education program.

B. The Illinois Judicial Conference Committee on Juvenile Problems should prepare uniform guidelines of procedure covering proper classifications so that petitions will be filed in accordance with the Juvenile Court Act and so that there will be uniform procedures throughout the state covering hearings wherein a minor should at the earliest possible time be apprised of his rights.

C. A minimum tenure for juvenile court judges should be established such as a three year assignment.

D. The Juvenile Court Act should be amended to allow provisions for expungement of records at least comparable to expungement provisions allowed adults in criminal matters.

E. No one besides the youth officer, authorized court personnel and, through the minor's consent, his attorney and family should have access to juvenile police records. Minors should have access to their juvenile police records with a provision for input into those records and an opportunity to challenge their contents.

State Agencies' Responses

The Administrative Office of the Courts indicated that the Judicial Article of the Illinois Constitution places general administrative authority over the circuit courts in the Chief Justices. The Chief Judge is in the best position to determine which of his Judges are best suited by education, experience and temperment to hear juvenile matters. The Judicial Article and Supreme Court Rule create an Illinois Judicial Conference which is the Chief Research and Educational Arm of the Courts. The Conference sponsors, on a regular basis, a multitude of education programs for Judges, including programs on juvenile law and procedure. Additionally, the Conference published and disseminated a bench book on juvenile proceedings and uniform forms for use in juvenile proceedings. Illinois judges, including those hearing juvenile matters, also attend in and out of state education programs approved by the Executive Committee of the Conference. The cost of these programs is borne by the State and Counties. Further, a standing committee of the Conference, the Juvenile Problems Committee, regularly meets to consider juvenile law and procedure. The Administrative Office of the Illinois Courts regularly publishes synopses of significant Illinois reviewing court decisions, including those dealing with important decisions on juvenile law. The Administrative Office also sponsors mandatory continuing education programs both for probation officers and other court personnel receiving state subsidy pursuant to the IL Revised Statutes, the Juvenile Court Act, Chapter 37, paragraph 706-7 and Chapter 38, paragraph 204-7. In addition, the Illinois State Bar Association has published a handbook on juvenile court prccedures.

8. Probation Services, Training and Community Dispositions

A. The intake responsibility of juvenile court should remain the responsibility of probation. Intake decisions should be based on social factors as well as the nature of the offense and the previous records of the youth.

B. Probation services should remain the responsibility of the local community. Community programming with youth remaining in the home should be considered the primary dispositional alternative. When communities provide quality services, their performance in reducing commitments to the state should be rewarded by state funding of such services. There should be

increased utilization of cooperative ventures in developing and planning programs for youth across regions or judicial circuits.

C. Diagnostic capabilities should be available to all Court Service Units through purchase of service agreements and cooperative arrangements. Social histories should be available to the court prior to making any dispositional decision.

D. The existing mechanism available through the Administrative Office of the Illinois Courts for probation subsidy should be expanded to assure the creation of statewide standards and high quality probation services in each locality of the state.

E. Law and knowledge of the legal system should be included in the education of persons employed in the human services. Probation and court services personnel should be required as a condition of employment to meet educational and experiential requirements to assure professionalism.

F. Intensive probation services such as Unified Delinquency Intervention Services should be supported as an alternative to incarceration. Communities should be encouraged to experiment with innovative ways to retrain and rehabilitate youth through such mechanisms as day treatment, supervised restitution and community services programs.

State Agencies' Responses

In the area of probation services, the Administrative Office of the Courts operates under several statutory mandates, the Juvenile Court Act, Chapter 37, Article 6 and Chapter 38, Paragraphs 204-7. The Administrative Office of the Illinois Courts has adopted regulations and policy statements which must be complied with for the counties to receive their probation subsidy. Additionally, the Administrative Office of the Courts has established a uniform record keeping system and forms, a system of collecting uniform statistical information on probation services, a system for training to improve the quality of probation services in the state, and seeks the cooperation of local and state government and private agencies to improve the quality of probation services. The state subsidy to counties employing qualified probation personnel is a financial incentive to counties providing rehabilitative services to families and youth. Expansion of such services as well as expansion of the probation subsidy would require legislation, funding promulgation of rules and regulations, manpower and training, public support, research, state and local coordination as well as physical and program accessibility. In the area of probation services, the Illinois Law Enforcement Commission has funded training programs as well as numerous community based programs intended to serve youth who have had contact with the juvenile justice system. In addition, the Illinois Law Enforcement Commission did provide funding for the UDIS (Unified Delinquency Intervention Service) program which is an alternative to incarceration.

9. Corrections and Chronic Offender

A. Juvenile correctional institutional and aftercare services should be upgraded to meet or surpass national accreditation standards. Funding should be available at the national level for continued review and improvement of juvenile accreditation standards. Priority should be given to phasing out obsolete facilities.

B. Each child placed in a correctional institution or child care facility should have access to adequate medical, dental and mental health services provided by such institution or facility. These services should be linked to such services in the community to which the child is to be released to insure continuity of care.

C. Meaningful education and work training programs within correctional facilities' services should be provided which teach skills, raise self-esteem and increase the likelihood of eventual success. Priority should be placed on establishing programs with high intensity, short-term vocational training and employment programs in job areas with a high rate of youth employment.

D. Graduated release and re-entry programs are necessary for youth returning to the community who have been incarcerated. Every effort should be made to provide a continuum of services from institution to aftercare and to eliminate barriers which prevent youth's integration into community educational, training and employment programs.

E. The decision to transfer from juvenile to criminal court proceedings should remain with the juvenile court. The state should bear the burden of proof in moving for transfer. The decision to transfer should be individualized, not automatic on charges of specific offenses.

F. Youthful offender legislation should be researched and studied as a means of handling the serious or chronic juvenile offender.

G. The age of continuing jurisdiction under the Juvenile Court Act should continue at 21.

State Agencies' Responses

The Department of Corrections indicated that it did have statutory responsibility for recommendations A and B in this issue area, which deal with correctional institutional and after-care services such as adequate medical, dental, mental health, education and work training and graduated release and reentry programs. The Department operates under the following paragraphs of Chapter 38 in these areas: 1003-2-6 (b), 1003-5-3, 1003-10-2, 1003-10-3, 1003-10-5, 1003-14-3 and 1003-14-4. In terms of medical, dental and mental health services, primary responsibility for implementation falls under the reception center and the various centers of the Juvenile Division. The Department does provide a school district which attempts to meet the educational needs of the youth in the program. Under an Illinois Law Enforcement Commission grant for

community reintegration, the Department is working on its graduated release and reentry programs. Further work in these areas would require legislation, funding and community and state coordination. With respect to the idea of youthful offenders legislation, the Department is authorized under Chapter 38-1003-2-8 to consider such options within their planning and development division; however, such a concept would require legislative action.

10. Youth Employment

A. The Fair Employment Standards Act, Social Security Act and other related federal and state legislation should be reviewed with the goal of providing incentives for youth and employers in order to open up employment opportunities for youth. The Child Labor Laws should be reviewed and updated in light of today's economic, technological and social conditions as they relate to compulsory school age. At the same time, the Federal Child Labor Law should include protections for children engaged in agricultural labor who are exempt currently from the provisions of both federal and state law.

B. The Illinois Commission on Children should initiate a task force on youth employment to assess needs and to recommend means of providing solutions. Particular attention should be given to the needs of low income, minority and handicapped youth, and adolescent parents.

C. The Governor in cooperation with federal agencies and the U.S. Congressional delegation should insist that employment and training programs within the state of Illinois be targeted to those groups most in need of services based on unemployment and underemployment statistics.

State Agencies' Responses

The Department of Labor indicated statutory authority in several areas, particularly recommendations A and C. The Department operates under the Child Labor Law, Chapter 48, Section 31.1 - 31.22 and is responsible for enforcement of Child Labor Law under Labor Law Division. The Department works with local school districts in the issuing of youth employment certificates and plans a review of the hazardous occupation section of the Illinois Child Labor Law during 1982. In terms of targeting programs toward those most in need based on unemployment and underemployment statistics, the Department indicated that they operated under the Unemployment Insurance Act, Chapter 48, Section 300-820 through their Bureau of Unemployment Security and Research and Analysis. A review of state and local law in this area would require legislative action as well as congressional action and the possible promulgation of rules and regulations accompanied by research and federal coordination.

THE ROLE OF FAMILIES IN NURTURING CHILDREN

11. Family Impact

All present laws, state and federal, pertaining to family life should be reviewed and rewritten, if necessary, in such a way that the family unit would be strengthened; legislation should be developed that ensures development of a continuum of laws that support and strengthen families.

12. Communication

A. Churches, synagogues and community service organizations should be encouraged to set up activities for the entire family including classes and programs to aid parents in fulfilling their responsibilities e.g. parenting skills, communication, etc.

B. Families should be encouraged to set aside a regular time to participate in family activities.

C. Families must be enabled to assert their rights to be involved in all aspects of planning for their children.

13. Public Policy--Tax Benefits

Tax laws should not discriminate against parents who choose not to work outside the home and consideration should be given to providing double tax exemptions in the year a child is born or adopted and for handicapped dependents. More adequate tax credit should be given for child care and homemaker services. In addition, tax laws should not discriminate against two income married couples.

14. The Workplace and Inflation

A. Cooperative efforts of private enterprise and governmental activities, such as tax incentives, the use of revenue bonds, and the development of international markets must be directed toward an improved business climate and expanded job opportunities with the aim of a job for everyone who is able to work in the job market. A corollary need is the availability and accessibility of effective vocational, skill development and job training programs including those in business and industry relevant to the needs of the job market.

B. Financial and medical assistance for those in need should be available at a level which will help individuals and families maintain an acceptable standard of living. Eligibility should be based upon need without regard to artificial categorical requirements.

C. The welfare system should be restructured to include federal requirements for uniformity of levels of assistance payments nationwide taking into account variations in the cost of living with a "floor" below which a state's level of assistance may not fall; needy two-parent families when one or both parents are unemployed should be eligible for assistance.

D. Measures which alleviate stress on employed parents and assist them to care for their children should be considered. Employers should be encouraged and local, state and federal governments should provide leadership in development of such programs as flexible working hours, shared positions, prorated benefits, employer supported child care, etc. Sick leave benefits should include provisions for staying at home with children who are ill.

State Agencies' Responses

The Department of Public Aid indicated that they had statutory responsibility under the Public Aid Code to provide for financial and medical assistance for persons meeting categorial requirements. General assistance is provided in the city of Chicago and other participating townships without regard to categorical requirements. Specific programs include AFDC, AADD, Food Stamps, Medicaid, AMI and General Assistance, which are all administered by local offices of the Department and participating general assistance units. In addition, the Department provides technical assistance to local administrative units which provide General Assistance. With regard to the recommendation which suggested that eligibility be based upon need without regard to categorical requirements, the Department indicated that such a recommendation could be implemented only after action through legislation, funding, Congress, promulgation of rules and regulations, manpower and training, public support, research and federal, local and state coordination. The impact of block-grants on such programs might provide states greater flexibility, program development and administration; however, block-grants, undoubtedly, will be accomplished by reduced funding which is expected to negatively affect programming and standards of assistance.

The Department of Personnel, under Chapter 127, 63 B 109 (13) operates through its Labor Relations Bureau to administer such options as flex time schedules, part time work, compressed work weeks, and the availability of some paid sick leave in the event of serious illness, disability, injury or death of a member of the employee's immediate family. Employees under the AFSCME Master Contract, which includes 66.1% of state employees, are entitled to child care leave for up to six months.

15. Media

A. Adult groups should continue to support the reduction of violent television programs and excessive and distorted sexuality in TV programming and advertising. In addition,

the teaching of critical viewing skills should be made a part of an on-going program of family life education from kindergarten through twelfth grade.

B. The Federal Communication Commission should not be allowed to deregulate radio or television. Mandatory programming regulations should require all television licensees to air five hours of pre-school educational instructional programming on weekdays between the hours of 8:00 a.m. and 8:00 p.m. and 2½ hours on weekdays for school age children during the same time period. Educational television programs designed for children ought to be available for commercial sponsorship on private networks.

C. The Federal Communications Commission and the Federal Trade Commission should use discretion in approval of TV advertising of potentially detrimental products primarily consumed or used by children and a clear distinction both auditorily and visually should be made between programs and advertising.

D. Congress should alter the funding structure of the Public Broadcasting Corporation by earmarking funds for children's programming, by allocating additional matching funds to public broadcasting service stations that air children's programming and by permitting viewers to earmark station donations for children's programs.

E. Radio and television should be encouraged to broadcast educational and instructional programs especially at times when care givers and their children are at home and in the early evening when the whole family can share in the viewing of these programs.

F. Organizations which run public service announcements on effective family communication and parenting should receive commendations. The public should commend television shows which deal positively and sensitively with family life.

16. Housing

A. Illinois should develop a statewide model rehabilitation code which facilitates low-cost rehabilitation consistent with standards of health and safety.

B. Incentives for reinvestment in the central city should include a state mortgage purchase program such as a reinstatement of the Illinois Housing Development Authority loan-to-lenders program; a home improvement loan purchase program, etc.

C. The constitutional right of children not to be discriminated against in housing should be enforced.

D. Services should be available to families to aid in locating housing or to redress grievances when experiencing landlord tenant problems.

E. Schools should emphasize training and education in the acquisition, maintenance and rehabilitation of housing and the economic and social dimensions of housing since students are prospective consumers.

State Agencies' Responses

The Illinois Housing Development Authority is mandated under the Illinois Housing Development Authority Act, Chapter 67½, Sections 301 et seq. to operate programs in the housing area. The Credit and Audit Services Department of the Authority is attempting to develop a mortgage purchase and a home improvement loan program. Unfortunately, passage of the Mortgage Subsidy Bond Tax Act of 1980 has made implementation of such state programs extremely difficult. Expansion of such programs would require legislation, congressional action, promulgation of rules and regulations, public support, research and state, federal and local coordination. The Illinois Housing Development Authority is a state housing finance agency whose mission as set forth in its Enabling Legislation Act is to finance the construction and rehabilitation of housing for low and moderate income families. The Authority has no jurisdiction over privately financed housing or local housing authorities; however, the Authority does monitor tenant selection procedures at all IHDS financed developments to insure equal housing opportunities for all families and seniors who apply. One recommendation spoke to the possibility of developing a statewide model rehabilitation code which is one of many projects that are now under consideration by the Authority's research and planning section. The Authority does provide development advance loans to cover preconstruction cost for non-profit groups involved in substantial rehabilitation and new construction projects. While the Authority does not provide general counseling services, public information staff is available to individuals and community groups interested in learning more about the Authority's financing and housing assistance program.

One recommendation spoke to the schools' need for emphasizing training and education regarding the acquisition, maintenance, and rehabilitation of housing; this is provided through the Consumer Education and Protection Act, School Code Paragraph 27-12.1. The State Board of Education offers consultant services, agency staff and resource materials as well as in-service training and program development.

17. The Need for Family Supportive Services

A. The Department of Children and Family Services should expand its roles in assuring homemaker/ caretaker services on a statewide basis and in providing family support in emergencies and respite care for parents.

B. A range of services needs to be available to families, particularly those with children who are handicapped or disabled, including such services as family counseling, self-help counseling groups, respite day care, and emergency shelter services for victims of domestic violence. Establishment of family support centers should be encouraged.

C. Unprotected families should be insured against the effect of unforeseen calamities such as catastrophic illness or injuries. Support should be given by religious institutions, schools and public and private human service agencies to families that may be under special stress: one-parent families, families in which both parents work, families with surrogate parents, families in which non-related people live together communally.

D. Program needs for child welfare and family support services in Illinois exceed the current limits of federal funding sources. Alternative strategies and funding sources for the establishment and maintenance of new programs should be developed.

E. Illinois should be required to publish an annual and updated Directory of Services indicating services available for handicapped individuals and/or developmentally disabled, family health and welfare services, and counseling services by public and voluntary health organizations, etc.

F. In order to best serve children and families, particularly in rural areas, there needs to be a network for cross referral and cooperation between county based agencies.

G. Existing services in the rural areas should be financially supported in greater proportion to the case load they handle.

State Agencies' Responses

The Department of Children and Family Services has statutory responsibility under Chapter 23, Paragraph 5005 to provide a number of supportive services to the family. The Department spends over $4 million annually on homemaker/caretaker services in Illinois. The program is administered by regional and field offices in the Division of Program Operations. The research development coordinator recruits homemaker resources for the regional offices based upon need and available dollars. The Department funds counseling and day care programs for families requiring supportive social services. Within available resources, the regional offices make referrals to funded counseling programs and day care slots. The Cook County Shelter Program, as well as emergency foster homes throughout the state, provides emergency shelter services. Licensing and resource staff in the regions provide technical assistance to counseling and day care programs. The Department provides emergency homemaker service in family stress cases when illness of a parent or caretaker would create a situation of neglect and no other family resources are available. Expansion of all of these kinds of programs would require funding and in some cases local coordination and physical and program accessibility. Service in rural areas was another concern raised in recommendations. The

Department is also authorized to provide service in this area; it operates field offices in rural areas which develop networks of cooperative services with community based agencies and cross referrals are made on a daily basis. Physical access is a problem to the rural areas. The total range of services provided by DCFS are provided to rural communities at a greater proportion than the case load of larger cities. Rural areas require greater travel and personnel resources to cover the area. The Department of Mental Health with respect to availability of existing services in rural areas, indicated that they worked continuously to assure an equitable distribution of funds.

A number of agencies were asked to respond to one of the recommendations which called for publishing and annual update of a directory of services available in Illinois. The Department of Public Aid indicated that they were currently developing a resource directory of state social agencies for use by local Public Aid offices in the provision of information and referral services. Updated information would be provided and local offices would be expected to develop and maintain supplemental information regarding local resources. The Department of Children and Family Services indicated that such directories were developed by local agencies which include all services within that agency's jurisdiction.

18. Supplemental Child Care (Day Care)

A. State policy and planning for day care should reside with a central agency given the necessary resources and authority to discharge this responsibility.

B. More state and federal funds should be used to increase available care for infant, preschool age and school age children with particular attention to special needs populations. The private sector, labor unions and business and industry should be encouraged to meet the growing need for child care.

C. The cost of child care should be borne by parents, assisted where necessary by employers, government and the local community. Funding for day care should increase to reflect the importance of a child's early years, the full cost of quality care and decent salaries for workers. An adequate comprehensive child care program should be combined with a cash benefit program on the premise that society values children and that wages may not be adequate for family support.

D. Public education needs to be developed that stresses the importance of quality day care and the value of nurturing children in and out of the home. The Department of Children and Family Services should provide information to parents about care options including information concerning the extent and variety of services and the results of licensing studies. Lists of available child care services should be developed to assist parents as they choose the day or night care necessary for their children.

E. In establishing new standards for day care, the Department of Children and Family Services should be required to seek the advice and assistance of consumers as well as the assistance of persons representative of child care facilities and professionals in child development.

F. The licensing by DCFS of all forms of day care should be continued and improved. Pre-service and in-service training (dealing with skills and theory) should be provided for licensing staff. Licensing should be combined with adequate technical assistance for child care centers and homes, including sample educational curricula for day care centers that wish to use them. Adequate staff appropriately trained and supervised should be provided to assure that licensing standards are applied in a vigorous, uniform and continuous manner. Wide publicity through such means as public service announcements should be given to the requirement that day care homes be licensed.

G. In conducting licensing and re-licensing evaluations, the Department of Children and Family Services should be required to solicit comments from consumers served by the facility concerning its care of children.

H. The restriction which limits the number of children in a night care facility to 20 should be reviewed.

I. The legislature should amend the law governing the Fire Marshal to establish a fire safety code specifically for day and night care centers and to review its compatibility with day and night care licensing.

State Agencies' Responses

The Department of Children and Family Services operates under an act creating the Department, IL Revised Statutes, Chapter 23, Paragraph 5005 which gives the Department the responsibility for developing a state plan for day care. It does not, however, give the Department of Children and Family Services full responsibility for developing day care policy. Each provider state agency, the Department of Children and Family Services and the Department of Public Aid, develops its own day care policy within parameters of state and federal law and regulation. The Office of Child Development within the Division of Policy and Plans has the lead role for planning policy development for the Department of Children and Family Services. Regional offices of child development provide technical assistance to communities and agencies on day care needs, assessment and planning, funding resources, etc. It is interesting to note that in the response from the Department of Public Aid, they indicated that responsibility for state policy and planning for day care is currently the statutory responsibility of the Department of Children and Family Services. With respect to increasing available supplemental child care and encouraging the private sector, DCFS indicated that its regional offices have negotiated contracts for employment related day care and child welfare/protective

service day care for children from infancy through the school age. For fiscal year 1982, these contracts will total approximately $33 million. The Central Office of Child Development is establishing a plan to expand industries' involvement in the provision of day care services. Regional offices of child development will begin to provide technical assistance to employers in an effort to expand industry sponsored day care in fiscal year 1983. The Department of Public Aid indicated that they provide payment for day care services for clients participating in employment and education/training programs and in certain circumstances due to illness of the caretaker. It was their perception that the Department of Children and Family Services was the lead agency in program development and program standards.

In the area of providing public education regarding the importance of day care, the Department of Children and Family Services, while indicating that they had no statutory responsibility, felt that they could become more involved in consumer education to assist parents in securing quality day care services. With respect to licensing and standard setting, the Department of Children and Family Services operates under the Child Care Act of 1979, IL Revised Statutes, Chapter 23, Section 221 et. seq. The Department of Children and Family Services promulgates standards for licensed day care facilities. Standards are published in accordance with the Administrative Procedure Act for public input. The Division of Policy and Plans, Office of Child Development is currently revising licensing standards. It has been working with the Statewide Advisory Committee on Day Care and will publish proposed standards in the fall, 1981, for public review. The Division of Child Protection of DCFS is responsible for licensing requirements. Training on revised standards will be provided to licensing staff in Spring, 1982, when they become effective. If funds are available, a public service campaign will be implemented regarding day care homes. Consumer input is not presently regarded in licensing studies. One recommendation which had suggested that the the restriction which limits the number of children in a night care facility to 20 be removed has been incorporated in an amendment to the Child Care Act which eliminates the category of night care facilitiy which will become effective January 1, 1982.

19. Children in Need of Protection

A. Multidisciplinary teams are needed to evaluate child abuse cases and coordinate the numerous community agencies.

B. The resources of the Department of Children and Family Services should be proportionately allocated for treatment of abuse as the department's resources to investigate abuse and neglect increases.

C. Rehabilitation services should be offered in order to keep the child in his or her own home as provided in the federal "Adoption Assistance and Child Welfare Act."

D. Each child placed in a child care facility should have access to adequate medical, dental and mental health services provided by the facility. Such services provided in a placement should be linked with like services in the community to which the child is to be released to insure continuity of care.

State Agencies' Responses

The Department of Children and Family Services operates under Chapter 23, Paragraph 2057.1, 2058.4 and 5005 to provide child protective services. Services to families identified as abusive or neglectful are funded through every part of the Department of Children and Family Services' budget. They include child welfare staff, in home and substitute care treatment. Responsibility for funding remains with the Governor and General Assembly. The entire resource and licensing effort of the Department, as well as policy, planning, management, budget and operational units are directed toward improved and expanded service delivery to abusive and nelgected families. In-home family preservation services are offered by the Department and, pursuant to law effective January 1, 1981, must be unsuccessful or inappropriate before out of home placement is made. Regional and field offices coordinate their efforts with various professionals in their communities often in organized multidisciplinary teams. Examples of such teams are the Springfield Committee for Children, Incorporated and the Council for Children at Risk in Rock Island. Field and regional offices are responsible for initiating multidisciplinary teams when the need is apparent and community agencies and individuals show sufficient interest in their development. In terms of services to children in placement, the Department purchases medical services as a part of programs in child care institutions and group homes. Often, medical services are purchased from the children's personal and physical maintenance program. Direct service staff are responsible for service delivery. Expansion of resources within the Department would require additional funding, manpower and training and public support, in addition to some local coordination as well as physical and program accessibility.

20. Permanency Planning

A. The Department of Children and Family Services should purchase care and services only from agencies that offer supportive services to children in their own homes as well as substitute care services in order to shift the emphasis from placement services to remedial efforts with the natural family.

B. Better information and tracking systems are needed to protect court wards. Additional reviews of children in foster care are necessary by the Department of Children and Family Services and by the courts through citizen foster care review boards.

C. Legislative changes should be made in the criteria for termination of parental rights.

D. No child should be placed in an institution or foster home without a specific date set for a court review of the child and family situation and of agency efforts to rehabilitate the family.

E. Contracts should be mandatory between parents and agencies in order to clarify mutual expectations.

F. Cooperation between the Department of Mental Health and Developmental Disabilities and the Department of Children and Family Services should be increased to provide foster care and adoptive services to children who are developmentally disabled and/or emotionally disturbed.

G. Court personnel should offer mediation and conciliation services to families that are contemplating separation or divorce and should authorize and utilize social investigation where questions of the custody of children arise.

H. Child support laws should be effectively enforced to insure the child's well being.

State Agencies' Responses

The Department of Children and Family Services is authorized under Chapter 23, Paragraph 5005 and 5005 a) as well as 5006 a), b) and Chapter 37, Paragraph 705-7 which includes a new act amending both the Department of Children and Family Services Act and Child Care Act, signed September 11, 1981, addressed to permanency planning. The Department of Children and Family Services "continues the development of one of the most sophisticated case tracking systems in the nation. The Child and Youth Centered Information System (CYCIS) will track each child in placement and be used to monitor and evaluate service delivery. House Bill 986 also mandated six month DCFS case reviews and 18 month court reviews, with citizen boards permitted to be esablished by the court to satisfy their mandate. A new 'permanency advocates' unit has been established to conduct 6 month administrative reviews." In addition, the Department stands ready to provide technical assistance that might be necessary through its training offices. One recommendation suggested that the Department purchase care and services only from agencies that offer supportive services for children in their own homes. The Department has purchased $80 million in substitute care services. Casework staff provide supervision and coordination of such services with in-home services; however, the Department does not necessarily agree that every institution or group home agency must provide in-home services. With respect to the recommendation which called for legislative changes in the criteria for termination of parental rights, the Department has been given responsibility under Chapter 40, Paragraph 1501 and 1508 and Chapter 37, Paragraph 5-9. The Department of Children and Family Services facilitated the development of House Bill 985 which made

major changes in the adoption law. Drafting for that bill was done by the Legislative Liaison to the Department. Another recommendation suggested that no child be placed in an institution or foster home without a specific date being set for a court review; the Department again has statutory responsibility under Chapter 37, Paragraph 705-8, recently enacted House Bill 986, which requires that field staff be responsible for beginning a court review and further dispositional orders. In addition, House 986 mandates that a case plan be established for each child in placement. Field staff and permanency advocates will work with parents to complete the new "CFS 497" case planning document.

Another recommendation called for cooperation between the Department of Mental Health and Developmental Disabilities and the Department of Children and Family Services in the provision of foster care and adoptive service to children who are developmentally disabled and/or emotionally disturbed. The Department of Children and Family Services indicated that they had statutory responsibility in this area under Chapter 23, Paragraph 5005 and stated that "Regional offices of both agencies work together on those cases where foster care and adoption services for DD children are necessary. DCFS questions the need for increased foster care services. Cases requiring adoption services should not currently have access problems." The Department of Mental Health and Developmental Disabilities, while indicating that they did not have statutory responsibility, did state that the Department does cooperate in the treatment of DCFS wards, particularly in inpatient settings. They went on to state that foster care and adoptive services are not within the domain of the Department of Mental Health and Developmental Disabilities at this time. With respect to permanency planning, another recommendation indicated that court personnel be required to offer mediation and conciliation services to families that are contemplating separation or divorce. The Administrative Office of the Courts indicated that this was handled in Illinois Revised Statutes, Chapter 40, Paragraph 601, noting that courts in some metropolitan areas like Cook County, provide counseling and social investigations. Expansion of this concept however, would require legislation, funding, promulgation of rules and regulations, manpower training, public support, research, state and local coordination as well as physical and program accessibility. With respect to enforcement of child support laws, the Administrative Office of the Courts operates under Chapter 40, Paragraph 1101, et. seq., Paragraph 505, Paragraph 507, Paragraph 704-707. The Illinois Department of Public Aid will have principal responsibility to implement legislation which is now pending which requires support payments be made through the clerks of the court. the Administrative Office of the Illinois Courts provide general information to courts regarding federal funding. Action in this area is dependent on signing of new legislation, provision of funding, promulgation of rules and regulations, manpower and training, public support, federal state and local coordination and physical and program accessibility.

21. Adolescent Sexuality and Teen Parenting

A. Programs that may help parents instruct their adolescent children in individual sexuality, parenting and responsible sexual behavior should be developed.

B. There is a need for increased funding for family planning and educational services especially designed to meet the needs and values of teenagers within a framework of responsible decision making which comply with guidelines that are sensitive to the morals of the community. Such programs should be incorporated into the schools at all levels. Children should be made aware of the problems and responsibilities related to teen sexuality and pregnancy. More information regarding sexuality and parenting should be available to disabled students and their parents.

C. Comprehensive programs that provide a continuum of health, education, vocational, social services and outreach should be provided to youth, particularly those who are under state guardianship or in state facilities. The range of services should include residential programs for young mothers and their babies who are without family support. Providers of such services should seek to obtain the teenagers' consent to notify and involve of their parents in counseling and treatment relating to a pregnancy.

D. The Department of Public Health Task Force on Teenage Parents should look at the causes and consequences of the increase in teenage pregnancy.

E. The unmarried mothers program of the Illinois Department of Children and Family Services should be expanded.

F. AFDC eligibility should be expanded under the Illinois Department of Public Aid to include the childless pregnant woman.

G. There should be in-service training for staff of youth service agencies which should include sex education programs.

H. Health clinics tailored to the needs of adolescents which include provisions and programs for early detection of pregnancy should be established.

State Agencies' Responses

With respect to the recommendations in the area of adolescent sexuality, the Department of Children and Family Services indicating that they had statutory responsibility under Chapter 23, Section 5005. The Department has an unmarried mothers program which provides all department services as appropriate to wards. For wards under age 18, the Department provides direct service counseling and information and referral. Non-wards under age 16 at their anticipated due date are eligible for maternity center care if they meet the Department's criteria for medical risks or educational disruption as outlined in Procedures Memorandum number 42. Payment by the Department of Children and Family Services for maternity center care for both wards and non-wards is limited to 90 days. The Department is in the process of revising the Unmarried Mothers Program to provide a comprehensive and coordinated system of services to adolescents before, during and after pregnancy. The adolescent parent program will be implemented in one region in FY '82 to evaluate statewide implementations in FY '83. With respect

to the recommendation calling for in-service training for staff of youth service agencies which would include sex education programs the Department of Children and Family Services indicated that they had no statutory responsibility but that they were planning to spend an estimated $250,000 in training in FY '82 for Department staff and selected youth agency staff in services to youth. The training would be provided through the Staff Development and Training Section. The curriculum has not yet been developed.

The Department of Public Health indicated that they had no statutory mandate in that area, however, a House Resolution passed in 1980 encouraged the Department to develop a Statewide Task Force on Adolescent Parent Support Services which was organized in October of 1980. While there are no statutory mandates for the provision of adolescent health services, the Department of Public Health has been taking steps to develop a statewide plan for adolescent parent support service and it is hoped that funds could be made available for such efforts. Some services are provided to adolescents through programs such as the problem pregnancy grants, maternity and infant care grants, family planning grants--all of which are funded through the Division of Family Health. The Department of Public Aid indicated that eligibility was expanded to include the childless pregnant woman in January of 1981; however, due to state and federal legislation this policy is now being rescinded. Medical assistance will be continued for this group. Expansion and implementation of all such programs will require additional funding, manpower and training, public support as well as state and local coordination.

EDUCATIONAL SERVICES

22. Provide Students with the Educational Skills Necessary to Function in Society

A. Students should be required to demonstrate proficiency in essay writing, oral reading and basic computational skills before graduation from elementary and junior high schools. Appropriate methods of skills assessment should be utilized and the results of such assessments should be evaluated on the basis of each student's capabilities as related to his/her personal needs. Appropriate skills assessments should be required prior to graduation from high school. Competency standards must be adjusted to the needs of special education students.

B. Schools should use a developmental continuum approach with every child. Schools should move toward providing an individualized education plan for each child. A developmental continuum approach should be incorporated in professional education, staff development, and promoted by professional associations. In addition, the State Board of Education should adopt the developmental continuum approach and the School Problems Commission, as it reviews mandates, should ensure that rules and regulations do not inhibit schools from adopting a developmental approach. The Legislature should provide a realistic level of funding for developmental education.

C. Trained and skilled support networks should be developed within each school system or cooperative, using current specialists and, when necessary, hiring others.

D. Volunteer programs should be created and funded which would be implemented during the school day to supplement the tutoring of students who need additional help in arithmetic and communication skills. After-school tutorial programs should be funded.

E. In-service programs for parents should be provided so that they may enrich or improve their own basic skills in reading and math.

State Agencies' Responses

With respect to recommendation A regarding student proficiency, "The IL State Board of Education has adopted a policy (June, 1980) which assigns the responsibility to local districts to develop and implement a total student assessment and program evaluation policy which reflects the individual district goals and standards. Schools must be accountable to their communities and assure them that students have been provided the opportunity to strive toward the IL Constitutional goal of 'educational development of all persons to the limits of their capabilities.' The policy directs local districts to be accountable to their local constituents for effective educational programs, utilizing information to meet student educational needs and reporting to the public. Districts are not required to have a minimum competency test, but rather are urged to develop a much more comprehensive program aimed at maximizing achievement"...through: 1) a process for curriculum review; 2) a range of local standards for achievement in at least mathematics and reading; 3) assessment in at least two elementary and one high school levels; 4) multiple indicators for student assessment; 5) the use of data for defining student programs; and 6) regular reports to the local community.

The State Board of Education provides information on statewide student performances through the Illinois Inventory of Education Progress (IIEP) and an "annual" report on model assessment and evaluation programs for distribution around the state. In addition, the State Board provides technical assistance through presentations on the assessment and evaluation policy to teachers and administrators during district and regional workshops, IL Association of School Boards, and IL Association of School Administrators meetings and curriculum meetings. State Board staff responds to individual district requests to provide technical assistance on specific program concerns when possible.

Further implementation of the recommendation would require funding, manpower and training, research and both state agency and local coordination.

Recommendation E under this issue area called for in-service programs for parents so that they might enrich or improve their own basic skills. The State Board of Education has responsibility in this area as the administrative agency for federal Title II ESEA programs which contain a parent component; programs funded directly or with state "flow-through" basic skills money can be used exclusively for a parent program or for that as a part of a total basic skills program. Title I has a parent component and some adult education programs also address this need (GED). Further work on this recommendation would require legislation, funding, public support and research.

23. Satisfying Human Relationships, Single Living Courses and the Need to Cope with Change

A. Courses which are designed to prepare the student for various aspects of adult life--consumer education, budgeting, foods--should be consistent with a variety of life possibilities including that of living alone. These courses should be available in the schools through the entire range of grades as well as other delivery mechanisms within the community so that all family members can take advantage of such programs.

B. The State Board of Education with the help of representative agencies or organizations should develop communication skills curriculum materials which reflect the positive difference of children from differing racial, ethnic and religious backgrounds.

C. The goals, structure and process of the educational system should consciously and specifically address the provision of skills necessary for coping with the inevitability of change including skills relative to problem identification and analysis, decision making, information acquisition, resource development and utilization, etc.

State Agencies' Responses

The State Board of Education under the auspices of the Consumer Education and Protection Act, Chapter 122, paragraph 27-12.1 provides consultation services and resources for planning courses which are designed to prepare students for various aspects of adult life, e.g., consumer education, budgeting, etc. Another recommendation called for development of communication skills curriculum which would reflect the positive differences of children from differing racial, ethnic and religious backgrounds. The State Board of Education is authorized under Title IX of the Education Amendments of 1972 and Illinois Public Act 79-597 to provide for such programs as the sex desegration project of the Illinois State Board which is currently a part of the Equal Education Opportunity Section of the Chicago Regional Office. Technical assistance is provided in interpretation and implementation of state and federal legislation prohibiting sex discrimination in education, resolution of problems, workshops, in-service training, resource dissemination and consultation. The recommendation which stated that the educational system should address the provision of skills necessary for coping with change including skills relative to problem identification and analysis, etc. is addressed in the school code in a

number of areas, e.g. 27-12.1, 861 and the State Board of Education Document 1, 4-2.12 which all have concerns for this area and instruction in these areas which provide training to students. Both print and nonprint resources are available for training and curriculum development in this area.

24. Parenting and Enriched Family Relationships

A. Preparation for family life (parenting education) should be incorporated into the educational system at all levels as a mandatory, continuous part of every child's education beginning in kindergarten and progressing through the 12th grade. These courses should include such topics as child care, child development, family relationships and parenting skills. Family life classes should also include a study of available community resources and how to use them.

B. A flexible skeletal curriculum should be established which would be standard throughout the state. It should be developed with input from experts in the field as well as from parents and representatives from community organizations. In order to be effective, the curriculum must call for instructions in a frank, open and personal manner.

C. The educational system should provide support and reinforcement to parents and religious groups in their educational efforts. For example, the educational system might provide training directly to parents or furnish them with educational materials for their use in instructing their children.

D. The Department of Children and Family Services should incorporate the responsibility to initiate parenthood education for its clients in an effort to help prevent child abuse.

State Agencies' Responses

With respect to the incorporation of preparation for family life and parenting education into the educational system and the development of a flexible, skeletal curriculum, the State Board of Education indicated that they had no statutory responsibility and no plans for future development in that area. The State Board acknowledged a need for the program and saw possible development dependent upon concern generated by educators and parents. Minimal resource materials and consultation services are available from the State Board upon request. In addition to public support, other requirements for implementation would include legislation, funding, promulgation of rules and regulations, manpower and training, research, federal and state coordination as well as program accessibility.

Another recommendation spoke to the fact that the Department of Children and Family Services should incorporate parenthood education for its clients. The Department indicated that they did have statutory authority under Chapter 23, Paragraph 2052 and 5005. The State Child Abuse Grant Program under the Administration of Division of Policy and Plans has taken the responsibility for developing and testing a parenting training curriculum in six

pilot sights. Once this curriclum is ready to go, plans will be made to provide for its implementation in all eight regions of the state. Consultation services are provided in the two pilot regions. In addition, the Department is attempting to replicate the MELD program which is a primary prevention program for new parents. Expansion of the PT initiative will begin in fiscal year '83, extend into fiscal year '84 and fiscal year '85. Its expansion will be dependent on funding, state agency coordination and physical and program accessibility.

25. Children and the Arts

A. Coordination on both the state and local levels of planning and programming by schools and all other agencies concerned with children and with the arts should be encouraged with the goal of instilling the importance of the arts in the development and enrichment of the whole child.

B. An outreach program for children and youth unaware of the possibilities of enrichment through the arts should be initiated.

26. Education and the Preservation of a Democratic Society

A. History, civics and current events curriculum at all levels must place emphasis on the principles of a democratic society, the necessity for participation of the individual citizen and responsible citizenship.

B. Schools should request that the County Clerk's office provide the availability of voter registration in the school for students when they reach their 18th birthday.

State Agencies' Responses

The State Board of Education indicated that they had responsibility in this area under the School Code, Chapter 122 of the IL Revised Statutes, Paragraph 27--12.1 and 27--21. Their service is consultative in nature along with teacher training and program planning which are available upon request.

27. Absenteeism and Dropouts

A. The State Board of Education should establish a standard of 95% average daily attendance for public schools and should provide incentives to meet the standard.

B. Public information programs should be implemented to enlist parental cooperation through awareness of the cost of absences both in academic achievement and financial cost.

C. Students, parents and the community should be involved in planning the total school program to ensure that the subject matter is relevant and to enhance interest.

D. When there is a pattern of truancy with a student, those at the school should analyze the underlying causes and develop a program of appropriate remedial action involving the student

and his/her family. When absences, suspensions and/or expulsions exceed accepted state and national averages, programs and services offered by the school should be reviewed and amended to meet the needs of students. Special programs and funds should be allotted for development of dropout prevention programs which would include a parent involvement component.

E. The findings from research on the use of alternative education as a means for dealing with the special needs of truant, chronically suspended and gifted students should be utilized in the schools in Illinois. One learning style should not be designated as the only learning style to which all students must conform.

State Agencies' Responses

The State Board of Education is mandated under the School Code of Illinois, Chapter 122, Article 2, Paragraph 3.41 and Article 26, Paragraph 12 to provide service in this area. The Truants Alternative Program is designed to meet that end and provide technical assistance to communities by providing clarification of appropriate laws, students rights and responsibilities, development of alternative school programs, diagnostic services, e.g. selection of students and identification of potential dropouts. The Truants Alternative Program attempts to keep children in school. The 95% average daily attendance is based on an average. Research is utilized in the provision of technical assistance by the State Board. Provision of public information was seen by the State Board of Education has being primarily the responsibility of local education agencies. Recommendation C calling for involvement of students, parents and the community in the planning of the school program is addressed in the State Board of Education's Document #1, which states on page 12 that: "The instructional program of a school shall be determined by the Board of Education with involvement of parents, students, the professional staff and the local community." The document also states that "In the development of policies, the Board of Education should ensure that advice and suggestions are received from all groups affected by the policy.", (page 5). Implementation of the recommendations in the area of absenteeism and dropouts would further require legislation, funding, public support, research, federal and state coordination.

28. Personnel Issues

A. There is a need for increased training for classroom teachers in the areas of substance abuse, discipline, child abuse recognition and family life education. Teachers should have an increased capability to recognize, cope with and, if necessary, refer problem students to the proper professional. All schools should have personal counseling services available to students so as to relieve teachers of that added responsibility.

B. Compensation for teachers should be adequate to attract and hold personnel. Salaries should be comparable to the market place and commensurate with the key roles that teachers play.

C. Teacher counseling/support programs both within and outside the school should be established to help teachers with stressful problems and a handbook of teachers' rights and responsibilities should be prepared.

State Agencies' Responses

The first recommendation in this area spoke to the need for increased training for classroom teachers in the area of substance abuse, discipline, child abuse recognition, and family life education. The Board of Governor's of State Colleges indicated that they did have statutory responsibility in this area under the Teacher Preparation Program, IL Revised Statutes, Chapter 144, Paragraph 1001 et. seq. They do provide consultation by various research studies and professors. Further action in this area would require legislation, funding, promulgation of rules and regulations, public support, research, and state and local coordination.

29. Violence and Vandalism

A. The State Board of Education should develop, in cooperation with local school districts, standard forms for local districts to record information about each incident of vandalism and violence.

B. The State Board of Education should establish an information clearinghouse which provides material and information on a variety of workable and model practices to reduce violence and vandalism.

C. The State Board of Education should revise the handbook on "Students and Schools - Rights and Responsibilities" to include a description of the criminal and civil law to which students are subject.

D. The State Board of Education should develop in-service training programs, statewide workshops and cooperative arrangements with university programs to train teachers and administrators how to effectively deal with disruption prone students, including information on laws and court decisions regarding discipline and exclusion.

E. Parents and Teachers Associations should stimulate discussion of violence and vandalism and should encourage an assessment of the extent and nature of the problem in local districts with a goal toward assessing measures already taken and toward developing other educational and security measures.

F. School boards should ensure that the principal has sufficient time and adequate training to talk to students informally so that he can exercise leadership in establishing a strong school spirit.

G. Students should be involved in reducing violence and vandalism. One such approach might be to establish a fund containing the amount of money spent in the previous year to repay the cost of theft and vandalism to be administered by a student and faculty or student council to report vandalism during a given year. Excess money left at the end of each year could be used by the students for a student activity.

State Agencies' Responses

One of the recommendations in this area calls for the State Board of Education to develop, in cooperation with local school districts, standard forms for recording information about incidents of violence and vandalism. The State Board of Education acknowledged that this particular recommendation was one for state action also made by a Violence and Vandalism Task Force in 1978; however, specific plans have not been developed by the State Board. Development for such forms would require manpower and training, research, local coordination and program accessibility. With respect to the recommendation calling for the revision of the handbook on "Students and Schools--Rights and Responsibilities", the State Board of Education indicated that they did have statutory responsibility to the extent that such a handbook would relate to school property. Largely they saw policy development on violence and vandalism as a responsibility of the local school board. There is provision of technical assistance and there has been a state task force which has made recommendations in this area.

30. Discipline Procedures

A. The School Code should be amended to require that students being considered for suspension be provided an informal hearing before being suspended from school, and to require that students being considered for expulsion be provided a formal hearing before being expelled from school. The school should provide a hearing officer and the students should be represented by an advocate or attorney at all school expulsion hearings unless representation is waived by the student or parent. If no response is received from the student or parent within 30 days the hearing could proceed without an advocate or attorney.

B. Clear standards of conduct should be established and published so that the student knows what behavior would bring about any disciplinary action. Corporal punishment should no longer be sanctioned as a disciplinary procedure in public schools.

C. Schools should limit the use of suspensions and expulsions only to those actions which pose serious and immediate harm to people or property. They should deal with minor disciplinary problems by utilizing alternatives to exclusionary discipline such as behavior contracts, etc.

State Agencies' Responses

The first recommendation in this area spoke to the fact that the school code should be amended to require that students being considered for suspension be provided an informal hearing before being suspended and to require that students being considered for expulsion be provided a formal hearing before being expelled. The State Board of Education indicated that that recommendation had been accomplished as the school code so provided in Chapter 122, Paragraph 10-22.6. With respect to the establishment of clear standards of conduct, use of corporal punishment, limitations on use of suspensions and expulsions, the State Board indicated that they had no responsibility and no plans for work in that area. They did indicate that realization of those recommendations would require legislation, promulgation of rules and regulations and public support.

31. Student Safety in Athletics and Transportation to Athletic Events

A. A medical examination by a physician should be required of each candidate for an athletic team upon entering the school's interscholastic program followed by a health history update when that athlete begins another school year. Each student who participates in athletics should be involved in a full school year training program.

B. Basic first aid and Cardiopulmonary Resuscitation should be required by the State Board of Education of all coaches. Every three years they should be required to demonstrate competence through examination or participation in a Sports Medicine Workshop on injury prevention and care which should be facilitated by the State Board of Education. Staff should comply with prevailing health and safety rules and guidelines, including use and maintenance of protective equipment governing the conduct of each sport.

C. A person qualified and delegated to render first aid to any ill or injured participant should be available at every scheduled practice session and contest.

D. Plans for emergency procedures including access to a physician, medical facility and transportation should be established and made known to all athletic staff.

E. A basic core curriculum at the college level should be developed and required for certification of all coaches and administrators of athletic programs.

F. A statewide catastrophic injury reporting system should be established and administered by the Illinois State Board of Education which would be utilized to analyze injury patterns for all schools.

G. Schools should not take students to games away from home if they are not prepared to bring them back to the school. The school should be open and supervised and students should be allowed to call their parents to clarify arrangements for getting home safely when such transportation services are provided.

32. Special Education

A. A comprehensive state plan for services for the handicapped should be developed which would delineate the respective responsibilities of the various state agencies; legislative funding should be consistent with this plan.

B. Funding should be provided for the employment of "case managers" who could assist families in working with the variety of agencies providing services to handicapped children.

C. The development of residential educational facilities to serve emotionally disturbed/behaviorally disordered children should be encouraged.

D. Federal funding should be made available to develop models for increasing the understanding of handicapped students by their non-handicapped peers and to give teachers the knowledge and skills necessary for effectively dealing with handicapped students in their classes.

E. Long range follow-up studies of handicapped students should be initiated.

F. Public education programs should be provided to handicapped children ages 0-22.

G. Handicapped children should no longer be described in terms of diagnostic/categorical labels; instead, the needs of children and services required should serve as a basis for definition of programs.

H. Educational support under P.L. 94-142, the Education for All Handicapped Children Act, should not be extended to other populations until full services have been fully extended to the handicapped population for whom it is presently written. Adequate monitoring systems should be established to ensure that mandated special education and services for individuals who are disabled and children who are handicapped are delivered in accordance with existing federal legislation.

State Agencies' Responses

The State Board of Education responded to Recommendation C regarding the development of residential education facilities to serve emotionally and behaviorally disordered children by indicating that they did have responsibility under the School Code of Illinois, Chapter 122, Article 14 as well as Public Law 94-142. Services include a grant program as well as technical assistance in the form of project development, interagency programming and local service delivery planning. Expansion of this would require legislation, funding and state agency coordination.

Recommendation D stated that "Federal funding should be made available to develop models for increasing the understanding of handicapped students by their non-handicapped peers and to give teachers the knowledge and skills necessary for effectively dealing with handicapped students in their classes." The State Board of Education responded to the second half of the recommendation by indicating that they did have responsibility under Title IV - D Special Education which provides funds for teacher training; in addition, 15% of PL 94-142 (Education for All Handicapped Children Act) must be used for teachers' inservice training. The State Board does not provide consultation to local districts and indicated that such service would continue and probably expand if funding is available. With respect to the first half of the recommendation, the State Board responded by including information about Project C.H.A.N.G.E. -- Concepts of Handicaps and Attitudes Need Guidance and Education -- developed in Ridgeland School District 122 in Oak Lawn. The project is aimed at and been successful in changing negative feelings in school age children about people with disabilities.

33. Gifted Education

A. The U.S. Department of Education should commission studies to determine accurate methods of identifying gifted students, the best teaching methods for use with gifted students and better methods of defining and describing giftedness and talent.

B. The State Board of Education should provide staff assistance to local districts in the development of gifted programs, develop guidelines for mandatory statewide programs for the gifted and provide funding for necessary training and materials for teachers in gifted programs.

C. Local school districts should develop a gifted program, designate a coordinator, and make such programs available at all levels while assuring against unnecessary exclusion from the normal school environment.

34. Career and Vocational Education

A. As much emphasis should be given to the in-depth study of vocational education as to higher education. The quality of all vocational programs should be upgraded, including the professional competencies of the teachers of the various trades; more vocational programs and curricula should be developed in cooperation with various businesses and public and private organizations within the community.

B. Vocational programs should accept students who are not at the designated reading and math levels, when appropriate. The school district should provide tutorial and/or remedial help to vocational education students in reading, mathematics and communication skills as those skills relate to the particular vocational program. In vocational training, employment counseling and job placement services for adolescents, special emphasis should be given to school age mothers and fathers seeking to support a child.

C. Career education should be an integral part of the curriculum K-12 and all students should be exposed to a variety of career opportunities, e.g. industrial, agricultural, business education, health occupation and home economics career directions. Youth should be encouraged to become involved in voluntary efforts to explore interests in career possibilities. Funding at the state and local level should follow this commitment.

D. Career and vocational preparation should include hands-on-experience as well as the basic skills of personal assessment, employment analysis, finding, applying for and succeeding on a job, and understanding that employment variety will probably be the norm.

E. It should be required that electives include vocational education courses that enable the student to develop job seeking skills and exposure to and development of skills required to perform routine home maintenance.

F. The State of Illinois should endorse the full and continuing support of P.L. 95-207, the Career Education Incentive Act, and the U.S. Office of Career Education.

State Agencies' Responses

In this area, the State Board of Education operates under basically three mandates including the School Code of Illinois, Public Law 94-482, the Education Amendments of 1976, and Public Law 95-207, the Career Education Incentive Act. Programs operated in this area include the Career Education Incentive Allotment Program operated out of the Department of Adult Vocational and Technical Education which operates Career Education Service Centers and Career [illegible] Networks which have specific responsibility for providing technical assistance through consultants, workshops and newsletters to local agencies. In addition, the State Board provides technical and financial assistance with respect to career education. Another program operated in this area is the Elementary Occupational Information Program also operated under the Department of Adult Vocational and Technical Education which again provides consultation and financial and technical assistance. Expansion of these programs and implementation of the recommendations would require further legislation, funding, public support as well as federal, state and local coordination. The impact of block-grants may hinder career education efforts. The block-grants effectively repeal the Career Education Incentive Act and eliminate a network of career education advocates statewide. The block-grants remove the source of funding for technical assistance to local agencies and defuse the attention that has been devoted to career education of the past 10 years.

In addition, state funds are made available to support local vocational education programs through program improvement funds made available by the Department of Adult Vocational and Technical Education. Research projects for special populations are available through basic grants that are used to fund secondary and post-secondary school programs. Technical assistance is provided from the State Board of Education with consultants who are specifically

assigned to special populations and through the Technical Assistance and Dissemination Network which provides consultation services and newsletters in the vocational education area. Expansion of such programs will require legislation, funding, promulgation of rules and regulations, manpower and training, public support as well as state, federal and local coordination.

35. Bilingual Education

A. The local school district should receive a specific dollar amount for each non-English speaking student absorbed into the district. Funds should be appropriated on a specific set of criteria such as number of students in the school district, etc.

B. Special training programs should be provided by the state and appropriate local communities to ensure that trained and accredited bilingual personnel are available at the time students of different language backgrounds enter the schools. There is a need for teachers who can speak the language of bilingual students in Illinois to be certified and tested.

C. Government sponsored media public information, TV shorts and films should be developed and produced. In-service programs for legislators and governmental employees regarding the mandates of bilingual programs and the need for such programs could be accomplished by the Illinois State Board of Education staff.

State Agencies' Responses

In response to the recommendations regarding funding criteria for bilingual education, the State Board of Education indicated that state and federal funding was based on services, not on students in the school as suggested in the recommendation. The State Board does not have statutory reponsibility regarding funding criteria and did not see it as an area for future development. The State Board did, however, have a statutory role under Article 21 and Article 14-C-8 of the School Code with respect to recommendation B calling for special training programs for bilingual personnel. The State Board indicated that: "Providing teachers for bilingual students is a problem, currently most difficult for Indo-Chinese." The State Board of Education has encouraged legislation which allows the following options: 1) Teachers trained and certified in another country can be 'provisionally certified' in Illinois for up to 6 years, providing they can pass an English test; 2) A standard teaching certificate endorsed for bilingual education can be earned by a person trained and certified elsewhere through the taking of certain specified courses.

"The State Board has worked extensively with universities to establish special training programs to increase the number of teachers. In addition," the State Board of Education has "trained many bilingual persons as para-professionals. These persons work in concert with a 'lead bilingual teacher' and concentrate on teaching English as a second language to whatever groups are appropriate. They are also encouraged to take course work which would lead to a teaching degree."

While the State Board of Education has no mandate to provide public information regarding bilingual programs, publications, brochures and features are available. Further action in the area of bilingual education, particularly with respect to the funding and its criteria, would require congressional and legislative action, additional funding and public support.

36. School Financing

A. Public schools must be adequately financed so that all parts of the educational community can work harmoniously, even during times of major differences of opinion. An equitable distribution of resources must be established and designed to provide adequate support for high quality public education programs. The school aid formula should be fully funded and hold harmless the impact of changes in the formula.

B. Public funds should not be used to support private schools through grants, vouchers, tax-credits or other means. Public funds for education should be used exclusively to meet the needs of public schools.

C. The cost effectiveness of the distributive methods, financial incentives, and grants programs should be periodically evaluated. Every effort should be made to control or reduce excess costs, and to otherwise improve the management of the public schools at the state and local levels.

D. The Illinois State Board of Education should study and assess the role and responsibilities assigned to public schools and establish priorities for the 80's including representatives from various professional and lay associations with an interest in schools. If after such a study it is decided that the schools should continue to expand their role as a center and coordinator of services delivery to children, provisions must be made to ensure that there is adequate funding for each responsibility.

E. The Illinois State Board of Education and the School Problems Commission must ensure that appropriate policy changes, legislation, and appropriations are made at the state level to enable schools to cooperate with agencies in a concerted effort to meet the needs of the total child.

State Agencies' Responses

The School Problems Commission responded to this recommendation by indicating that they did have statutory responsibility in the area under Chapter 122, Section 758 of the IL Revised Statutes. The Commission makes annual recommendations relative to the needs of elementary and secondary education. Special committees are created to deal with major issues, but ultimate responsibility rests with the entire Commission in a regular or special meeting. The Commission provides technical assistance in the capacity of serving on advisory panels or answering questions that may come to the office.

The State Board of Education responded by stating that a major school finance study was being initiated to culminate in legislative proposals in 1984 which will address such issues as outlined in both recommendation A and C. Recommendation B in this area states that "Public funds should not be used to support private schools through grants, vouchers, tax-credits or other means..." The State Board indicated that "This statement is consistent with the official policy of the State Board of Education and the Board has opposed tax credits. Public funds are used to provide text-books and some transportation when the child is on a regular route or in special education."

Recommendation D stated that the State Board of Education should study and assess the role and responsibilities assigned to public schools and establish priorities for the '80's. The Board has established long range planning as a major activity which includes a review as indicated in the recommendation. In addition, the study of school mandates will address the role of the schools.

37. Home, School and Community Relations

A. College credit courses and in-service programs for teachers and administrators regarding home, school and community relations should be conducted and should be accompanied by training for parents in all phases of school law and administration.

B. Positive public relations activities should be conducted and volunteer coordinators in each school district should be created.

C. Funds should be made available for expanded use of the school facilities for after hours programs.

D. A statewide committee and conference on the improvement of home, school and community relations should be established.

State Agencies' Responses

The Board of Governors of State Colleges indicated that they did have responsibility under the Teacher Preparation Program as set forth in the IL Revised Statutes, Chapter 144, Paragraph 1001, et. seq. Those services are consultative in nature. Further action in this area would require legislation, promulgation of rules and regulations, public support, research as well as state and local coordination.

The State Board of Education indicated that it did not have statutory responsibilities with respect to recommendations under this issue area; however, they did comment on recommendation C regarding expanded use of school facilities by stating that: "It is unlikely that funds will be made available for this. In most cases the financial crunch is causing the schools to cut the use of facilities except when rented."

38. Academic Freedom

Regulations should be developed which encourage diverse library resources; an open exchange of ideas with provision for dissemination of student sponsored newspapers; establishment of performance qualifications for teachers that exclude consideration of personal beliefs or lifestyles that are not directly related; and encourage programs in schools for outside speakers.

HEALTH

39. Health Education

A. Health education programs should be developed for all parents by local health departments and other agencies which would include information about nutrition and health care systems, with emphasis on prevention, treatment and coping with permanent disability. A health curriculum should be developed for preschoolers themselves. Innovative programs can be provided by day care and health care centers as part of their program services as well as by other community services and agencies.

B. Creative methods for meeting the health education needs of school age children should be developed through the public education system with involvement from health personnel. Consumer pressure should be brought to bear on health care agencies, physicians, and nurses to provide time for teaching effectively.

C. Curriculum provisions of the 1971 Illinois "Critical Health Problems and Comprehensive Health Education Act" (P.A. 77-1405) should be implemented in all Illinois schools. The curriculum should focus on specific life skills related to healthful sexuality, satisfying human relationships, parenting and family life, single living, the arts and preservation of a democratic society.

D. Funds should be available for adequate outreach programs. Public media should be utilized in consultation with health personnel to disseminate appropriate health information.

E. Educational programs for health providers and educators should include both knowledge and skills relevant to human motivation.

State Agencies' Responses

The State Board of Education is mandated under the Critical Health Problems and Comprehensive Health Education Act, Sections 861 through 866 of the IL School Code as well as the Sex Education Act which is in section 698.51 through 698.55 of the School Code. With regard to the Critical Health Problems and Comprehensive Health Education Act, the State Board provides assistance through the Program Planning and Development Section. With respect to the Sex Education Act, technical assistance is provided to local schools upon request. Expansion of these programs to be consistent with the recommendations in the report would require funding, public support, research, state and local coordination as well as program accessibility.

The Department of Public Health does not have statutory responsibility to develop health education programs, although the department does provide assistance in the development of such curriculum through its Division of Family Health and its Division of Education and Information. With respect to recommendations calling for outreach programs, the Department of Public Health again responded that they had no statutory responsibility but the Department has been involved in such efforts in the past, and will continue to be involved. These ongoing public education and outreach efforts are also handled through the Division of Education and Information and the Division of Family Health. Further action in this area would require funding and state and local coordination.

The Board of Governors of State Colleges indicated that they did have statutory responsibility to the extent that professional education programs would address health education through the Teacher Preparation Program as set forth in the IL Revised Statutes, Chapter 144, Paragraph 1001 et. seq. The services are consultative in nature.

40. Nutrition

A. Health professionals and health educators should receive education and preparation in nutritional care during their formal education and as a part of on-the-job training.

B. The Department of Public Health should participate in a nutritional assessment surveillance system to aid in the identification and prevention of chronic diseases and obesity associated with childhood.

C. The U.S. Department of Agriculture's Special Supplemental Food Program for Women, Infants and Children (WIC) as it is administered by the Illinois Department of Public Health should be expanded with assistance provided throughout the state.

D. Nutritional services should be available at local levels to serve children and their families through such mechanisms as the Cooperative Extension Service and local health departments.

E. Breast feeding during the first six months of infancy should be encouraged whenever feasible.

State Agencies' Responses

The Department of Public Health indicated that they had no statutory responsibility with respect to recommendations in this area; however, the Department does administer the federal WIC (Women, Infants and Children) Program with United States Department of Agriculture Funding through its Division of Health Promotion which offers nutritional services to local areas. It is the Department's hope that they can expand these services as resources are available. In addition to funding, congressional action, federal, state and local coordination as well as physical

and program accessibility will be required to meet the recommendations in the report. Another recommendation in the report suggested that the Department of Public Health participate in a nutritional assessment surveillance system. While the Department has no statutory responsibility, its Division of Health Promotion has applied for funds to do surveillance and nutritional status of pediatric and prenatal patients.

The Cooperative Extension Service of the Univeristy of Illinois operates through federal legislation, the Smith-Lever Act, the Food and Agricultural Act of 1977 and through the State Legislation, County Cooperative Extension Law as amended in 1972. The Cooperative Extension Service provides nutritional education for children through the Home Economics Extension Program, through the 4-H and Youth Program and through the Expanded Food and Nutrition Education Program. Technical assistance is provided as well as educational assistance in program development including program determination, program planning, program carry out and program evaluation to local communities and agencies. Further action in this area would require additional funding, public support as well as federal, state and local coordination. With respect to the inclusion of nutritional information as a part of professional education, the Board of Governors of State Colleges indicated that they did have some statutory responsibility under the Teacher Preparation Program of the IL Revised Statutes, Chapter 144, Paragraph 1001 et. seq. That service is consultative in nature.

41. Immunizations

A. The media, school health programs, local churches and community groups should be utilized to inform the public regarding the need for immunizations as well as the availability of immunization services in local areas.

B. Immunization should be part of each child's preventive health care program, which includes periodic medical evaluation, nutritional supervision, prevention of specific diseases, early diagnosis of asymptomatic disease, and prevention of accidents.

C. Regional planning for provision of periodic health screening and immunization of children under age 6 is essential. Efforts should be made to utilize local organizations and health professionals within each community to reach children with such services.

State Agencies' Responses

The Department of Public Health is mandated to monitor immunization activities as is the State Board of Education. This is handled through the Division of Disease Control and the Division of Health Promotion. At this point the Department has plans to expand the School Health Services Program through training of school health nurses. Expansion of the immunization program

is dependent on funding. While the Department has no mandate with respect to the recommendation stating that immunization should be a part of each child's preventive health care program, the Department is supportive of the recommendation. With respect to the recommendation calling for regional planning for provision of periodic health screening, the Department also has no mandate but supports such activity. Implementation of that and the former recommendation would require funding, public support as well as state and local coordination and physical and program accessibility.

42. Accident Prevention

A. Mortality rates from automobile accidents should be reduced. Appropriate child restraints should be used in automobiles; adult education should be available regarding their use.

B. Community programs should focus on prevention of childhood accidents and poisonings.

State Agencies' Responses

The Department of Public Health is mandated in this area to the extent that they're required to implement the Poison Preventive Packaging Act. While the Department has no other mandated responsibility, the area of accident prevention is seen as a part of the Department's general health supervision responsibility. Programs are touched on this within the Divisions of Health Education and Information, Environmental Health, Emergency Medical Services and Family Health. Expansion of these efforts would require funding, public support and state and local coordination.

The Department of Transportation, while it has no statutory authority has been involved in this area. Since child passenger safety legislation was introduced in the General Assembly and is scheduled for a vote in the Spring of 1982, the Department of Transportation plans to continue its present educational efforts and will hope to expand those activities particularly if the legislation becomes a law. The IL Department of Transportation, Division of Traffic Safety initiated the IL Child Passenger materials for hospitals throughout the state. In addition, the Department provides technical assistance in the form of printed materials and audiovisual aids. The current educational program will extend through June, 1982 with the possibility of continued funding after that time. Further work in this area would require legislation, funding, congressional action, promulgation of rules and regulations, public support, research as well as federal, state and local coordination. If specific funding is not directed toward child passenger safety activities at the federal level, it is possible that other competing programs will overwhelm the system thereby diluting available resources which could be used to promote safety for children in motor vehicles.

43. Environmental Health Services

A. Research efforts should be intensified to determine the objective threat to healthy human growth and development from man-made hazards such as chemical pesticides, chemical additives, drugs, nuclear contamination, etc. The results of such research must be recognized and appropriate responses initiated.

B. Water pollution control boards should continue to be developed on a regional basis with authority and direction to act on interstate problems.

C. Control of rodents and disposal of sewage and other wastes should be standardized throughout the state and enforced by the Illinois Department of Public Health.

D. Each county should be charged with enforcement of minimum standards of sanitation in food processing and distribution facilities.

State Agencies' Responses

The Environmental Protection Agency indicated that its statutory requirement in this area would be regulation while research would be the responsibility of other state agencies. Were the Environmental Protection Agency to take on research efforts, it would require legislation, funding, congressional action, promulgation of rules and regulations, manpower and training, public support, research and state agency coordination.

With respect to water pollution control, the Department of Public Health operates under the mandate of the Federal Safe Drinking Water Act which is administered through the Office of Health Regulation, Division of Engineering. With respect to control of rodents and disposal of sewage, the Department does provide direct service through the Division of Environmental Health and Sanitation and the Division of Engineering; specific recommendations with respect to standardization would require funding, manpower and training as well as state agency and local coordination. In the area of enforcement of minimum standards of sanitation and food processing and distribution at the county level, the Department of Public Health is mandated under the Sanitary Inspection Act, the State Food Act and the Food, Drug and Cosmetic Act, all of which are administered by the Divisions of Food and Drugs, Environmental Health, and Division of Local Health. Additional action in this area would require more funding as well as state agency and local coordination.

44. Prenatal Care

A. Public prenatal health care and education should be more accessible to all mothers and should include fathers when possible to provide necessary support. The local health department should assure the provision of prenatal classes, prenatal clinics and assure the availability of pregnancy testing programs.

B. The process of prenatal service delivery experienced by Medicaid and other high risk mothers in all sources of care, including outreach efforts, technical quality of care rendered, and degree of respectful and dignified treatment of patients, should be evaluated, especially in Chicago, and necessary steps taken in order to increase the utilization of the services.

C. A comprehensive genetic service program associated with the existing regional perinatal program should be available to reduce risk of birth defects.

State Agencies' Responses

While the Department of Public Health has no statutory responsibility in this area, the Department has been assuming a greater role in assuring adequacy of prenatal care in recent years through the Division of Family Health and the Division of Local Health. The agency plans on encouraging local health agencies and grantees to be more accessible; however, they will need additional funding, public support, state agency and local coordination as well as physical and program accessibility. The Department of Public Aid, while it also has no statutory authority in this area, is currently developing an adolescent outreach program. The availability and utilization of both prenatal and postnatal care will be assessed on a statewide basis. Through the donated funds initiative under Title XX, the Department has been providing services in this area. Information gained as a result of the outreach program will be made available.

With respect to recommendations regarding the development of a comprehensive genetic service program, the Department of Public Health indicated that that would be an area of future development through possible application toward federal funds to support a genetics network; however, this would be dependent on funding as well as federal and state agency coordination. The Statewide Health Coordinating Committee indicated that the State Health Plan had no current focus on a genetic service program; however, the State Health plan might focus on the need for genetic services at some point in the future. Such activity would require additional funding, manpower and training, public support as well as state agency and local coordination. It should be noted that the maternal and child health block-grant funds have a "set aside" for genetic services.

45. Access to Health Services

A. Data should be collected statewide so that gaps in service can be identified; the state should acknowledge its responsibility to provide a standard level of accessible human services throughout the state.

B. Facilities for disease prevention and health promotion should schedule their hours to accommodate working parents in the community.

C. The Illinois Department of Public Health should be given statutory responsibility for establishing departments of public health to cover all areas of the state and for setting standards for staff and services. These services should be community oriented and implemented.

D. Agencies providing health services to children should cooperate and work together to avoid any duplication and to guarantee that, in addition to those services mentioned in this report, children have at least the following services available to them:

1) Family centered home health nursing
2) Well child clinics
3) Early detection and screening programs
4) Immunization clinics
5) School nursing programs
6) Services geared to adolescents

These services should be provided by agencies in the community whenever possible.

E. The Illinois Department of Public Aid should be directed to consult medical and dental organizations in the state to develop plans and programs to solve problems with respect to the Medicaid program.

State Agencies' Responses

With respect to the recommendations in this area calling for the collection of statewide data so that gaps in service could be identified, the Department of Public Health indicated that they had no statutory responsibility in the area although they recognized the need. The Office of Health Planning is seeking to upgrade information and data systems. With respect to the recommendation stating that the Department of Public Health should be given statutory responsibility for establishing local health departments, the Department indicated that it had supported the need for such legislation and does provide services in that area through its Division of Local Health. The Department plans on continuing to support legislation requiring local health departments and sees the need for legislation, funding as well as state and local coordination to implement the recommendations. With respect to the recommendation calling for cooperation among health service agencies to assure against duplication, the Statewide Health Coordinating Committee indicated that they did have statutory responsibility in this area under the Comprehensive Health Planning Act which gives them responsibility for planning activities that would result in coordination and nonduplication of children's health services. The development of the State Health Plan by the Statewide Health Coordinating Committee is an effort to insure that it is done on an annual basis.

46. Mental Health

A. The state should assure that there is a range of community based diagnostic and treatment services for disturbed children and adolescents. Children's services should be a number one

priority for the Department of Mental Health and Developmental Disabilities. More visibility and prominence should be given to the Child and Adolescent Office of the Department of Mental Health and Developmental Disabilities which should provide technical assistance, encouragement and support to community mental health agencies and youth serving agencies in development of public education, other primary prevention and short and long-term treatment programs in the area of children's mental health services. In developing mental health services for children, special attention should be given to the mental health needs of handicapped children, their parents and siblings.

B. Special treatment programs and training programs serving the child should be expanded. Schools should be encouraged to expand and continue work in special education classes for behaviorally disordered individuals. Mental health centers should increase the number of day treatment (non-residential) programs available throughout the state so that all of the population can be served by such programs.

C. Enabling legislation for Community Mental Health Boards (708 Boards) should specify the development of services to special populations e.g. adolescents.

D. The Department of Mental Health and Developmental Disabilities should establish working relationships with other state and voluntary agencies working with children.

E. Mental health services specialists should be available to law enforcement offices for their use on a 24 hour basis. Temporary emergency placements should be developed, particularly mental health placements for severely acting out juveniles and those suspected of substance abuse.

F. The Tri-Agency Program at Tinley Park should be replicated, expanded and developed for both boys and girls.

G. There should be better monitoring of services provided at residential placements.

H. Educational institutions within the state should be encouraged to develop programs to encourage training in child mental health services and mental health intervention. There is a particular need for psychiatric resources with personnel specifically trained and knowledgeable about adolescents. The curricula of ancillary professionals, such as teachers and health providers, should include training in how to identify signs and symptoms of mental illness. Training and support should also be offered to natural and foster families who may need assistance in dealing with an emotionally disturbed child. Specialized training in mental health services and intervention should also be available as a part of the staff development offered by major care providers and educational institutions in Illinois.

I. The Institute for Juvenile Research should take a more assertive role in getting to the cutting edge of issues particularly a review of the categories of people in need of service.Additional research techniques in how to deal with involuntary clients should be supported and developed.

J. The juvenile court should be given explicit authority to join actions under the Mental Health and Developmental Disabilities Code and the Juvenile Court Act.

State Agencies' Responses

The first recommendation in the area of mental health indicated that the state assure that there is a range of services for disturbed children and adolescents, and stated that children's services should be a number one priority for the Department of Mental Health and Developmental Disabilities suggesting that more visibility and prominence be given to the Child and Adolescent Office of the Department. The Department responded by indicating that they did not have a statutory responsibility in the area; however, "Children's services are high priority of the Department of Mental Health and Developmental Disabilities, however, the chronically mentally ill of all ages is the first priority. The Department funds children's services to the level of available resources. These services are community based and include diagnostic and treatment services. Regarding the Child and Adolescent Office, the Department is currently being reorganized and the future location of the office is not yet clarified, however, the function of the office will be fully exercised." With respect to expansion of special treatment programs and training programs serving the child, the Department indicated that it does fund day treatment programs based on local needs for severely emotionally disturbed who are in danger of hospitalization. Regarding the recommendation that the Department of Mental Health establish working relationships with other state and voluntary agencies, the Department of Mental Health indicated that they were mandated by the Civil Administration Code, Section 26, entitled Cooperation by Directors of Departments to become involved in such cooperation with numerous boards and commissions based on grants and purchases of care. Another recommendation suggested that there be better monitoring of services provided at residential placements. The Department indicated that they were mandated under Section 15, powers and duties of the Department of Mental Health and Developmental Disabilities to monitor placements; this is done in part through the individual care grant programs. Technical assistance is provided in that children and adolescent coordinators visit children in placement at least once per month. One recommendation called for the availability of mental health specialists to law enforcement officers on a 24 hour basis; the Department indicated that that responsibility was a local one.

Several state agencies were asked to respond to the recommendation calling for the expansion and replication of the Tri-Agency Program both for boys and girls. The Departmentof Corrections indicated that they were currently operating under an administrative agreement and it was their hope to expand the program within the next year contingent upon funding. The Department of Children and

Family Services, while it had no statutory responsibility in the area indicated that line item appropriations for counseling, day care, homemaker, foster care, and other services, as well as $250,000 allocated by the Department went for the support of the current Tri-Agency Program. The Department of Mental Health and Developmental Disabilities indicated that the Tri-Agency Program was currently being modified to accommodate both boys and girls.

The Board of Governors of State Colleges, in response to the recommendation calling for educational institutions to encourage the development of programs involving training in mental health services and mental health intervention, responded by indicating that this would be a part of the Teacher Preparation Program as mandated under Chapter 144, Paragraph 1001, et. seq. The particular program in which this type of education would fall would be the Counseling and Guidance Programs.

With respect to the recommendations calling for a more assertive role for the Institute of Juvenile Research, the Department of Mental Health indicated that they were operating under Section 11 and 12 of the Powers and Duties of the Department of Mental Health and Developmental Disabilities and went on to state: "The Mental Health Code does not recognize an involuntary status of minors, however, the Institutes are actively engaged in research and training to improve services to mentally and emotionally disturbed children. The Institutes are also engaged in research and development of ways to treat the most difficult and hard to manage minors."

47. Dental Health

A. Continuation of dental placement programs and the "Dental Student Grant Act Program" should be supported with expansion into a placement service administered through the state dental colleges. Illinois' two private dental colleges should be encouraged to participate. These programs should be expanded to all underserved areas.

B. The Illinois Department of Public Aid should be directed to consult with dental organizations in the state to develop plans and programs to solve problems in relation to Medicaid.

C. A statewide minimum dental health curriculum should be formulated and mandated for all school systems. A first step should be to evaluate the existing educational programs.

D. All elementary and secondary school students should be enrolled in a fluoride rinse program. A continuing assessment of new programs should be established so that these can be instituted into the school system as they demonstrate suitability.

E. Children who are absent from school for a dental appointment should be included in determination of the average daily attendance for state aid purposes.

F. A reasonable statewide, required dental examination program for school children should be legislated for the entire state school system.

G. Dental health care and preventive dentistry should be available to all children.

State Agencies' Responses

The Department of Public Health has no statutory authority in the area of dental health; however, it does operate a Division of Dental Health and Division of Health Promotion. While a dental exam is not mandated, the Department of Public Health supports the concept as well as supporting the concept of the development of a health curriculua as well as the development of a fluoride rinse program. The development of these recommendations is dependent on availability of funding, promulgation of rules and regulations, manpower and training as well as state and local coordination. The State Board of Education recommended dental exams but does not require them. Where such programs exist it is largely a matter of local health agencies working in cooperation with school districts.

CONTINUUM OF SERVICES

48. Societal Attitudes

A. Public concern should be developed regarding the needs of children and their families. State agencies, community leaders, and professional and volunteer organizations should take a more cooperative and assertive role with respect to public relations by providing information to the legislature, press and other media on the positive aspects of human services.

B. The media should take a more active role in developing a positive public attitude and public concern for social services and for individuals in need, including those who are handicapped.

C. Zoning ordinances should be reviewed with the goal of making it feasible to develop specialized facilities in communities.

49. Planning

A. Joint long-term planning for children should be mandated. One agency should have exclusive mandatory responsibility for pulling together such a plan which should be compiled and made up of the mandated cooperative efforts of all those departments, commissions and voluntary agencies providing services for children. Such a planning effort must guarantee continual and viable input from professionals and citizens at the state and local levels. This must be accompanied by planning at the regional and local levels with input into the state planning mechanism to assure a reflection of the diverse needs of the state.

B. A statewide policy in serving children should be established. The policy should be developed by an interagency task force expanded to include all state agencies serving children and the Bureau of the Budget. The task force should include a representative from the private and volunteer sector and the Illinois Commission on Children.

C. Funding should be provided to develop and implement one adequate data and reporting system to provide agencies with appropriate data capacity for quality control in the administration of human services.

D. A systematic ongoing evaluation should be an integral part of planning. Advisory councils at each level, state and community, should be activated if effective specific services in response to client needs are to be developed. Strands of interrelated service planning state to community level will optimize resources available and develop needed resources.

E. The reference to children should refer to ages 0-18 and to young adults, ages 19-24, recognizing that some agencies or units are established to serve many age groups.

F. Continued funding and appropriations for new programs should be contingent upon consistency with the joint, long-term plan.

50. Coordination and Cooperation

A. One agency of state government should be designated complete responsibility for the planning of services for any child whose life comes in contact with state agencies in Illinois. Planning and coordination of educational services should be included only when the child receives or requires services outside of the school system. This agency should be given full and final authority among all other state agencies to see that the needs of the child are met, including the power to require the needed services from other departments of state government.

B. There should be uniform regional boundaries for state agencies. Regional level counterparts of state agencies should, in cooperation with community based private or public agencies and lay persons, seek out the gaps and identify the needs of children within the region through such mechanisms as regional children's consortiums.

51. Accountability

A. Qualitative service objectives should be developed as a part of the ongoing accountability, monitoring and evaluation process. Increased efforts are necessary to develop increasingly reliable methodology and data recording experience in the area of quality of service objectives and achievement.

B. Data collection should be required of all service providers on an established, systematic and regular basis. This would involve the establishment of a standard information system for social service data reporting. Such data should be utilized in planning and funding of services.

C. A process should be established to: a) advise the General Assembly on funds that are needed and b) let the General Assembly know that the funds appropriated have been spent for their original intent.

D. Publicly funded agencies should make the public aware that annual reports are available.

52. Accessibility

A. A system needs to be developed within communities or local service areas to provide easy access and proper identification of problems with the ability to provide care, referral, follow through and 24 hour crisis intervention services. To facilitate this, consolidation of service delivery in one location should be explored along with shared use of public buildings, e.g. schools.

B. The Governor, through the Human Services Subcabinet, should collect data statewide so that gaps in service can be identified. The state should acknowledge its responsibility to provide a standard level of accessible human services throughout the state.

C. Innovative outreach and marketing techniques should be developed which are readily understandable by the potential client population.

53. Manpower

A. Personnel standards should be reviewed and revised to assure adequate staff qualifications for supervisory and service delivery staff. Personnel in state employment should meet the same standards required of licensees of the state.

B. When fully qualified and accredited, professionals should be provided a pay scale commensurate with their skills and responsibilities.

C. A network of paraprofessionals and volunteers should be added to the staff of human service agencies in developing and implementing a continuum of services, particularly outreach.

D. Based on studies of manpower needs of human service professionals including health, the state legislature should be encouraged to support financial assistance programs for students entering these professions. Incentive programs attracting professionals to underserved areas should be a priority.

State Agencies' Responses

The first recommendation in this area called for a review of personnel standards and revision to assure adequate staff qualifications for supervisory and service delivery staff within the state. The Department of Personnel, operating under Chapter 127, Paragraph 63 B 108 b and 108 a (1) operates the Division of Technical Services which establishes class standards, including qualifications and development of tests. With respect to reimbursement commensurate with professional skills and responsibilities, the Department of Personnel operates under Chapter 127, Paragraph 63 B 108 a (2) and 63 B 109, again through Technical Services Division which develops pay scale recommendations. The Labor Relations Bureau also negotiates with the union in this area.

54. Funding

A. At both the federal and state levels, enactment of new programs by Congress or the Legislature should be accompanied by a delayed effective date and the stipulation that rules, regulations and standards be required to be in place by the effective date.

B. The Legislature should provide for current full funding of mandated and contracted programs.

C. Prior to enactment of new federal programs, documentation should be provided that would ensure that the new program is not duplicative.

D. There should be a review and study of tax incentives for charitable deductions.

E. Sound fiscal management techniques must be applied in order to maximize service delivery.

F. New equitable ways of funding from state agencies to the private sector and local public agencies for direct services should be explored.

APPENDIX

STATE AGENCY QUESTIONNAIRE ON SELECTED RECOMMENDATIONS FROM THE REPORT OF THE 1980 ILLINOIS WHITE HOUSE CONFERENCE ON CHILDREN IN PREPARATION FOR THE GOVERNOR'S CONFERENCE ON CHILDREN'S PRIORITIES FOR THE 80'S

Please answer each question with respect to the recommendation attached below. Be concise and specific with respect to the statutory mandates, program names, departments or divisions with designated responsibility, etc. The information contained in your responses will be shared with delegates to the four regional conferences and the statewide conference on children in October and December, 1981. Your responses will aid in the selection of priorities for children in the 1980's. Please submit your response before September 4, 1981. You may print or type, but confine your remarks to the front and back of this page -- no attachments, please.

1. Does your agency/commission have statutory responsibility in this area?
   Yes ___ If yes, please specify statutes: _____

   No ___ If no, do you see this area as one for future development of the agency's responsibility? _____

2. What specific programs providing direct services or grants within the department/commission are directed toward meeting this recommendation? Who is responsible for the program? _____

3. Do you provide technical assistance to communities, agencies in developing services and programs in this area? What is the nature of the assistance and who is responsible for this service? _____

4. Do you have plans to develop service in this area within this decade? If so, when? _____

5. What would be required to implement this recommendation? Check all applicable.

Legislation	☐	Research	☐
Funding	☐	Federal coordination	☐
Congressional action	☐	State agency coordination	☐
Promulgation of rules & regs.	☐	Local coordination	☐
Manpower & training	☐	Physical accessibility	☐
Public support	☐	Program accessibility	☐

6. What impact will block grants have on this proposal? _____

Name of person completing questionnaire _____
Phone _____ Title _____

When completed return to: Illinois Commission on Children, 3 W. Old State Capitol Plaza, Room 206, Springfield, Illinois 62701.

STATE AGENCY RESPONSIBILITY FOR 1980 WHITE HOUSE CONFERENCE ISSUES

NOTE: The letters in the columns correspond to the lettered recommendations under each numbered issue area in the Summary of Recommendations from the 1980 IL White House Conference Report

STATE AGENCIES

?=questionnaire sent in this issue area--no response received

ISSUE AREA FROM SUMMARY OF 1980 IL WHITE HOUSE CONFERENCE	Administrative Office of the Courts	Board of Governors of State Colleges	Board of Higher Education	Board of Regents	Dangerous Drugs Commission	Department of Children & Family Services	Department of Commerce & Community Affairs	Department of Corrections	Department of Labor	Dept. of Mental Health & Developmental Disabilities	Department of Personnel	Department of Public Aid	Department of Public Health	Department of Transportation	Environmental Protection Agency	Health Planning SHCC/SHPDA	IL Housing Development Authority	IL Law Enforcement Commission	School Problems Commission	State Board of Education	University of IL Coop. Extension Service
ADOLESCENCE																					
1. Youth Development		B			B			B					B			B		B			B
2. Prevention & Support Services	F	C				D		C,D		B			B					B		B,E	
3. Substance Abuse					A,D					A,D										A,C,F	
4. MINS						A,E															
5. Diversion						C												A		D	
6. Detention								A,C,G										A,B,D,F-H		?	
7. Court Procedures	A-C																				
8. Probation	B,D																	B,E,F			
9. Corrections & Chronic Offenders								A-D,F										F			
10. Youth Employment									A,C												
ROLE OF FAMILIES																					
11. Family Impact																					
12. Communication																					
13. Public Policy/Tax Benefits																					
14. Workplace & Inflation											D	B									
15. Media																					
16. Housing																	B			E	
17. Need for Family Support Services					E	A-C,F,G						E	E							?	
18. Supplemental Child Care						A,B,D-H															
19. Children in Need of Protection						A-D															
20. Permanency Planning	G,H					A-F															
21. Adolescent Sexuality & Teen Parenting						C,E							C,D,H								
EDUCATIONAL																					
22. Skills to Function																				A,D,E	
23. Human Relationships, Single Living...																				A,B,C	

STATE AGENCIES

ISSUE AREA FROM SUMMARY OF 1980 IL WHITE HOUSE CONFERENCE	Administrative Office of the Courts	Board of Governors of State Colleges	Board of Higher Education	Board of Regents	Dangerous Drugs Commission	Department of Children & Family Services	Department of Commerce & Community Affairs	Department of Corrections	Department of Labor	Dept. of Mental Health & Dev. Disabilities	Department of Personnel	Department of Public Aid	Department of Public Health	Department of Transportation	Environmental Protection Agency	Health Planning SHCC/SHPDA	IL Housing Development Authority	IL Law Enforcement Commission	School Problems Commission	State Board of Education	University of IL Coop. Extension Service
24. Parenting						D														A,B	
25. Children & the Arts																					
26. Democratic Society																				A	
27. Absenteeism & Dropouts																				A,C,D,E	
28. Personnel Issues		A																		?	
29. Violence & Vandalism																				C	
30. Discipline Procedures																					
31. Student Safety in Athletics		E																		A,D,G	
32. Special Education																				C,D,?	
33. Gifted Education																				?	
34. Career & Vocational Education																				A-F	
35. Bilingual Education																				B,C	
36. School Financing																			E	A,C	
37. Home, School, Community Relations		A																			
38. Academic Freedom																					
CONTINUUM OF HEALTH & HUMAN SERVICES																					
39. Health Education		E											D							B,C	
40. Nutrition		A											B,C,D								D
41. Immunization													A								
42. Accident Prevention													B	A							
43. Environmental Health													B-D								
44. Prenatal Care												B	A,C								
45. Access to Health Services												E				D					
46. Mental Health		H				F		F		D-I											D
47. Dental Health												B									
48. Societal Attitudes																					
49. Planning																					
50. Coordination & Cooperation																					
51. Accountability																					
52. Accessibility																					
53. Manpower											A,B										
54. Funding																					